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Career Values of the New Lifestyle Professionals

by Dr. Sandra E. LaMarre
and
Dr. David M. Hopkins

The CPC Foundation

IN MEMORIAM

Dr. Sandra LaMarre was the inspiration behind this project. Tragically, she was killed in an automobile accident in South Carolina on September 1, 1983. Sandy felt a need to document the changing work related-values, attitudes, and preferences among that group that would constitute the new professionals in the 1980's. Similarily, she felt it was important to describe the diversity of career expectations and desires in order to provide practitioners with updated information which could be used in customizing compensation and evaluation practices, working conditions, and job assignments which would more adequately reflect and accommodate that diversity.

There is some small satisfaction in knowing that this book, finalizing our initial survey, was completed just a few weeks prior to Sandy's untimely death. The usefulness of the results will be a fitting tribute to her foresight and efforts in this important area.

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PREFACE

THIS STUDY is an attempt to document the career-related values, attitudes, and preferences of the most recent college educated employees as they are about to move into positions of responsibility in the 1980s. Our purpose in this monograph is to report the results of this study. As such, the results are purely *descriptive*; there is little attempt at prescription or explanation. Our hope is that this study will provide baseline data from which testable hypotheses can be inductively generated. The intention is to test these hypotheses in several follow-up studies using the same set of respondents. Furthermore, the results are intended to be *non-normative*. That is, there is no attempt on our part to attach labels of "good" or "bad" to these values, attitudes, or preferences. Our task is merely to describe what we have found.

The reader is cautioned to keep in mind that it is *self-perceptions* which are being reported, and not actual behaviors. As such, there is always a question of validity, which has not been adequately addressed in the current study. A second caveat concerns the *representativeness* of the sample. While we rigorously jumped through the appropriate methodological hoops in selecting the sample at both the institutional and individual levels, it is not certain that the set of respondents is indeed representative of the overall population of college graduates or the various subgroups herein described. Furthermore, the question of representatives is more suspect within the categories of certain variables (e.g., geographical region) than it is in others (e.g., sex). As always, a less than perfect response rate augments skepticism on the question of representatives. In spite of these potential weaknesses, we feel the results are both interesting and useful in documenting the attitudes, values, and preferences of the "New Lifestyle Professional."

PRINCIPAL INVESTIGATORS

David M. Hopkins, Ph.D.

Dr. Hopkins received his M.A. and Ph.D. in international relations and economics from the Maxwell School of Citizenship and Public Affairs at Syracuse University in 1973. Before that he received an M.B.A. degree in industrial relations from the Wharton School at the University of Pennsylvania. His undergraduate degree was in business administration from Miami University (Ohio). He has also done graduate work at the University of Colorado and at the University of Geneva in Switzerland.

He has worked in both the public and private sectors. As an A.I.E.S.E.C. Trainee in Switzerland he worked with international management consultants on the cultural problems of a foreign labor force. He spent four years with Mountain States Telephone in the area of special services. He also worked for the Onondaga County Health Department in Syracuse, New York, as a fiscal specialist. He has done private consulting, including participation in a large research project for the Division of Youth and Family Services of the State of New Jersey.

He has taught at Cazenovia College (N.Y.), the Graduate Program for Administrators at Rider College, and currently is Associate Professor of Business and Public Management at the University of Denver.

Sandra E. LaMarre, Ph.D.

Dr. LaMarre received her Ph.D. in personnel and industrial relations from North Texas State University and her master's degree in counseling psychology from the University of Houston. She had an undergraduate degree in communications.

Her past professional activities included developing and instructing management courses and training programs for such organizations as the National Chamber of Commerce, Colorado State Government, the U.S. Air Force, North Texas State University, and the University of Denver, where she was an assistant professor of management. In addition, she had served as a consultant to management on issues of employee morale and productivity, particularly during periods of corporate change.

Dr. LaMarre conducted management training programs in Colorado, New Mexico, and Utah and worked with companies to develop a strong corporate culture and to build employee commitment.

ACKNOWLEDGMENTS

AS WITH any project of this magnitude, we are indebted to many people for their assistance, suggestions, and advice. Some deserve special mention, even at the risk of overlooking others. First, we are grateful to the CPC Foundation of the College Placement Council for its continued support of this project. In particular, Dr. Catherine Kandefer has offered many useful suggestions and been a joy to work with. Second, Jerry Thurber, our graduate research assistant, did an outstanding job in handling the day-to-day administration of the project. In addition to many valuable suggestions, Jerry also wrote the section on "Values Regarding Organizational Practices." Third, several people within the Career Planning and Placement Office at the University of Denver have provided useful suggestions and comments on various portions of the manuscript; specifically we wish to thank Joann Albright, John Adams, and Karen O'Neil.

Early on in the project we received valuable input from various placement personnel at the eight four-year institutions in the Denver metropolitan area which participated in our pilot study. We would particularly like to mention those who participated in a half-day planning session which we conducted. They included: Florence Gilbert and Helen Jacober from Regis College, Sue Mitchell at the Colorado School of Mines, Trudy Nocella at Loretto Heights College, and Jeff Burdic at Rockmont College.

Numerous people have provided quality assistance in various supporting areas. Two student assistants — Kelli Kasik and Julie Plank — coded the information from the questionnaires; Kate Thompson assisted with an excellent review of the literature; and finally, several people assisted in typing the various drafts including: Sue Svanoe and Becki Sharp in the Department of Management, Sue Goodman and Katie Cheng in Word

Processing, and Michele Hopkins.

Finally, we thank Dean Richard Brandenburg of the College of Business Administration and the Graduate School of Business and Public Management at the University of Denver for his continual encouragement and support. We are deeply grateful to all of these people.

Sandra LaMarre

David Hopkins

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STATEMENT OF THE PROBLEM

THE JOB-RELATED values, preferences, and perceptions which a person holds directly affect his or her level of organizational commitment, productivity, and the trade-offs he or she is willing to make between the demands of the job and those from other aspects of his or her life (e.g., family, personal time, community, etc.). Having current information, therefore, regarding job-related attitudes is crucial to employers, and to society in general, in order that recruiting, selection, training, job design, performance appraisal, compensation practices, fringe benefit packages, and the general organizational climate can be designed to reflect changing attitudes. Providing jobs and organizational environments which are satisfying and productive demands current information.

In the late 1960s almost half of all employed Americans viewed their work as a major source of personal fulfillment. Today that number has dropped to less than one out of four, according to a recent survey by Yankelovich, Skelly & White.[24] This same survey reported that in 1960, 58 percent of the work force believed that "hard work always pays off." Today that number has dropped to 43 percent. Management turnover in 1960 among graduates out of college less than five years was 10 percent. Today the average corporation loses 50 percent of its college recruits within five years according to The Sterling Institute, a Washington, DC, management consulting firm.[18] What appears to be happening in the American work force is a growing mismatch between company incentives and employee motivation. Today's employees simply are not responding to traditional rewards as they once did. Among the obvious results of this change in employee attitudes are higher training costs, higher salaries and diminishing productivity. Peterfreund in *Mind to Mind Management*[17] writes:

"Impatience is growing among those being managed, and organizations find that discontinuities in values, beliefs, attitudes and interests are beginning to undermine and threaten the operating success of their ventures."

Information about employee *change* is elusive, difficult to document, and yet critically necessary if management is to respond effectively to the employee of the 1980s.

After conducting a pilot study at the eight four-year institutions in the Denver metropolitan area, we followed with a national study of graduating seniors at 50 representative institutions across the country. This monograph reports our results from that study. There has been an impressive response to both the pilot study and the national study from career planning and placement personnel, organizational recruiters, and students. The results presented herein provide current information on various aspects of career related values, attitudes, and perceptions. We hope you find them useful and interesting.

PURPOSE OF THE STUDY

THE INTENT of the national study was to profile the 1982 graduating senior in terms of his or her work-related attitudes, interests, expectations, perceptions, and values. Armed with this knowledge, we believe managers, recruiters, and placement personnel will be better equipped to counsel new employees and to experiment with and design new and more appropriate types of incentives and work environments.

In addition, we hope to conduct follow-up studies with the same group of respondents over the next 10 years in order to determine how, when, and why their career-related values and attitudes change. Approximately 90 percent of the respondents to our national survey stated their willingness to participate in further follow-up studies.

In all, five follow-up studies are proposed for the 10-year period after those in our national study graduate and enter the professional work force. These studies are proposed at the end of the first, second, third, fifth, and tenth year after graduation.

The results of our study are categorized as follows:

1. Job Search and Career Planning;
2. Perceived Determinants of Career Success;
3. Preferred Job Attributes;
4. Work Ethic Attitudes;
5. Performance Appraisal and Compensation;
6. Tradeoffs;
7. Values Regarding Organizational Practices;
8. Organizational Loyalty;
9. Implications for Practitioners.

Within these categories we have summarized the overall results for the entire group of nearly 2,000 respondents. In addition, we have noted significant differences between subgroups defined by various demographic characteristics.

REVIEW OF THE LITERATURE

THERE IS a growing interest, among both businesses and those involved in preparing individuals for the job market, in evaluating the value systems of current employees with hopes of developing more effective motivation techniques and job definitions. In reviewing the literature in this area, there is a consistent reference to a change in value systems. However, consensus does not exist in delineating the nature of the change. Yankelovich[24] suggests that: 1) Fear is no longer a primary motivating factor — job security is very important but is considered a right rather than a goal; 2) Money as an incentive remains crucial but is more difficult to use and is not in itself sufficient; and 3) The "work ethic" is no longer a predominant value brought to the job.

The U.S. Department of Labor[21] says, in contradiction, that "there appears to be an emerging work ethic which places a greater demand upon work...Work is viewed as an integral part of one's total life." Further, the DOL finds American college seniors of 1972 in all academic areas to expect a resurgence of the importance of family life, be less concerned with money than their fathers and much more concerned about the nature and purpose of work. They appear to have a strong desire for career security and stability, put less emphasis on social status and teamwork, less emphasis also on the need to be original and creative, more emphasis on utilization of special skills and abilities.

Lawler[9] and Peterfreund[17] describe the new worker as: 1) demanding of immediate gratification; 2) unaccepting of position authority and demanding of participative decision making; 3) skeptical about traditional ways of doing things; 4) welcoming change and mobility; 5) mistrusting and fearful of "closed door" decision making; 6) demanding of personal integrity; and 7) desiring of challenge and rewards based on individual merit.

Several empirically-based studies have been conducted in this area. Again, consensus appears to be lacking. The primary method of acquiring information has been to ask participants in a questionnaire to rank order a variety of value orientations. Fretz[6] surveyed male college sophomores and juniors in five preprofessional curricula: law, medicine, engineering, education, and business. The participants were solicited with the cooperation of their deans and faculty. They were asked to rank order pay received, security, prestige, advancement, variety of duties, working conditions, independence, opportunity to use special talents, challenge, self-satisfaction, and fringe benefits. Although there was a small amount of intergroup differences, mean values indicated these top five areas of concern: 1) self-satisfaction, 2) pay received, 3) challenge, 4) security, and 5) independence. Business students ranked the occupational values in the following order: pay received, advancement, self-satisfaction, challenge, and security. The author labels this pattern as reflecting the "enterprise" dimensions of these individuals.

Mitchell *et al.*[14] attempted to use an instrumentality theory approach to predict occupational choice and to discover why certain students select business as an occupation. Instrumentality theory is based on the belief that man's goal is to "maximize his pleasure." The method of this study was again a questionnaire administered to 141 randomly selected psychology and business majors in their junior year at the University of Washington. Significant differences between the two groups were noted. Business majors put more value on promotion, security, and status, while the psychology students more highly valued autonomy and elimination of poverty. In 10 out of 12 comparisons, business students also saw American business as much more instrumental in obtaining all outcomes than psychology students. The authors state: "This study suggests that (psychology) students shun business not because of changing or different values, but because they perceive business as a poor instrument for achieving the values they hold...."

Baker[2] studied differences in value systems between college students majoring in accounting and those majoring in other academic areas. The 565 students were selected at random from students majoring in sciences, the humanities, social sciences, and undergraduate and graduate accounting programs. They were asked to rank order terminal and instrumental values as delineated on the Rokeach Values Survey. The results indicated that accounting students gave statistically greater median rank than all other students, to: 1) a comfortable life; 2) family security; 3) ambition; 4) cleanliness; and 5) responsibility. These values appear fairly consistent in a general way with the results obtained by all other researchers. However, little notice is given to the aspects of challenge, individuality, and creativity.

Zikmund *et al.*[27] addressed themselves to the question of "What are accounting students looking for when they consider their future careers?"

Fifty accounting majors at Oklahoma State currently interviewing for positions in anticipation of near future graduation were surveyed. They were asked to choose from a series of job-off pairs. The reseachers paired salary-interesting work, salary-social responsibility, interesting work-social responsibility, and interesting work-opportunity for advancement. Results indicated that opportunity for advancement had the strongest impact on job choice. Interesting work was also highly significant but was subject to salary negotiation (e.g., a high enough salary differential would cause the subject to select money rather than job interest), and social responsibility had a positive impact also on selection but was more easily overcome by high salaries.

Cherrington[5] surveyed 3,053 workers in 53 companies to determine worker attitudes toward jobs, company, community, and work in general. The results indicated that the "character ethic" was widespread. (*The character ethic taught that the way to success and wealth, and the only way to live a righteous life, was through working hard and cultivating the virtues of frugality, industry, diligence, prudence and honesty.)*

It was also found that the most desirable work-related outcome was a feeling of pride and craftsmanship in one's work. The second most desirable work outcome was "getting more money or a larger pay increase."

A third finding of this study concerned the moral importance of work. This refers to the moral obligation people feel about having an occupation and contributing some product or service to society. The survey results indicated that while most workers felt a strong commitment to pride in craftsmanship, they were much less enthusiastic about the moral importance of work. Work for the sake of working did not appear to be an important value.

A fourth finding related to age and work values. The survey results indicated that getting more money was more important to younger workers, male and female, than to older workers. Younger workers were also found to be less work oriented than middle-aged workers and middle-aged workers were less work oriented than older workers. Compared with older workers, younger workers felt that pride in craftsmanship and joy in being of service were less desirable, having leisure and free time were more desirable, and doing a poor job was more acceptable.

"These results," writes Cherrington, "have serious implications for motivation of younger workers. They suggest that intrinsic work rewards are not as desirable and that the relationship between good performance and receiving intrinsic rewards is more uncertain for younger workers. Unless they can obtain other valued rewards for their efforts, younger workers are likely to be less motivated than older workers."

Additional research has investigated the values of full-time M.B.A. students and new employees. Ondrack[16] found that M.B.A. students at the University of Michigan and the University of Toronto valued: 1) challenge in work; 2) good salary; 3) quality of peers; 4) opportunity for achievement; and 5) individual responsibility. Manhardt[10] considered the value systems of recent college graduates employed in similar positions and found significant differences in the orientations men and women bring to their jobs. Men tended to rate achievement/responsibility factors, which seemingly relate to long-range career success, significantly higher than women, while women gave higher ratings to factors which deal with the nature of the work environment (congenial atmosphere, etc.). Little difference was discovered related to job content.

To summarize, while there is agreement that the new workers or near-future workers bring different values and expectations to the job than did their predecessors and, while there is a clearly demonstrated difference in value systems between individuals seeking careers in business and those seeking other types of careers, there is no clear determination as to what the most important values are. Money, job security, and job content seem to be consistently high ranked, but much disagreement exists as to which is most important. Even the place of work in the lives of individuals is open to discussion. It is clearly evident that security and high salary are no longer the only primary set of values brought to the work situation. An increased emphasis is being placed on job content, challenge, responsibility, participative decision making, and availability of leisure time and/or the importance of family life.

Research in this area is somewhat limited and sample sizes have been small. Only Fretz[6] and the U.S. Department of Labor[21] have concentrated on delineating value systems of undergraduate students approaching graduation, while the other studies have been primarily comparative in nature.

METHODOLOGY

Units of Analysis

THE RESULTS reported here are part of a larger study which surveyed 1,930 graduating seniors from 50 four-year institutions across the country. The institutions were selected by stratified random methods so as to be representative of the national population of such institutions on five different dimensions: size, competitiveness, affiliation, environment, and region. The 50 schools selected were within one percent of the actual proportion of schools in each subcategory in the country. Once the schools were selected, a 20 percent systematic sample of all graduating seniors was selected from lists provided by the schools themselves. Of approximately 6,700 questionnaires distributed, 1,930 were returned for a return rate of approximately 29 percent. The list of participating schools is provided in the appendix.

Instrumentation

The survey instrument used was a questionnaire composed of 18 (some rather detailed) questions. The questions are of the fixed-answer format, with occasional open-ended categories for obtaining more detailed information. The questions were developed to provide information on the attitudes and perceptions of new college graduates relative to preferred job attributes, compensation and evaluation, job search activities, organizational practices, willingness to work, job commitment and loyalty, and acceptable trade-offs between one's job and other aspects of one's life. The questionnaire takes approximately 30-45 minutes to complete.

In addition to the 18 questions mentioned above, a substantial amount of demographic information was collected which allows us to examine results within a number of subgroups. The majority of the questionnaires were mailed directly to the students selected; however, in a few cases the questionnaires were distributed by the placement office personnel to the students selected at a particular school. The questionnaires were distributed between March 1 and June 1, 1982.

The questions were selected for one or more of the following reasons:

1. Suggestions from personnel administrators in both public and private organizations;
2. Suggestions from placement personnel in various types of institutions;
3. Their frequent mention in the recent literature regarding the new employee;
4. Their relevance to various theories of motivation; and
5. Their importance from personal experience with undergraduate students.

In addition to the questions, the following demographic information was also collected:

- Academic major.
- Grade point average.
- Foreign citizen.
- Percentage of academic expense paid by student.
- Percentage of academic expense paid by student's family.
- Percentage of academic expense paid by other sources such as grants or scholarships.
- Sex.
- Age.
- Racial designation.
- Religious upbringing.
- Gross annual family income.
- Marital status.
- Number of years of full-time work experience.
- Number of years of part-time work experience.
- Whether parents both worked when young.
- Childhood environment (rural, small town, suburban, urban).
- Geographic region of college or university attended.
- Competitiveness of institution (based on Barron's Rankings).
- Affiliation of institution (public, private, church).
- Size of institution.
- Environmental setting of institution (urban, suburban, or rural).

CHAPTER

1

JOB SEARCH AND CAREER PLANNING

Overall Results

TWO QUESTIONS were asked regarding job-search activities and career plans after graduation. The first question asked respondents to indicate which of several job-search approaches they had used (or intended to use). The overall results are presented below:

TABLE A-1

Respondents Intending to Use the Following Job-Search Strategies

Strategy	Number	Percent	Rank
1. College Placement Office	1,348	70%	2
2. Private Employment Agency	287	15%	6
3. Public Employment Agency	353	18%	5
4. Advertised Job Openings	1,155	60%	4
5. Friends or Relatives	1,306	68%	3
6. Direct Contacts with Potential Employers	1,476	77%	1

Note: *Figures will not total to 100 percent due to multiple answers. Percentages have been rounded to the nearest integer.*

The second question asked respondents to indicate their plans following graduation. These overall results are reported in the following table:

TABLE A-2

Immediate Plans Following Graduation

Plan	Number	Percent	Rank
1. Become Self-Employed	140	7%	7
2. Go to Graduate/Professional School	777	40%	2
3. Work for the Government	268	14%	6
4. Enter the Military	51	3%	8
5. Work for Nonprofit Organization	412	21%	3
6. Work for Private Sector Company	914	47%	1
7. Take Some Time Off	375	19%	4
8. Raise a Family	294	15%	5

Note: *Figures will not total to 100 percent due to multiple answers. Percentages have been rounded to the nearest integer.*

Significant Subgroup Results

Job-Search Strategies

Job-search strategies were also analyzed by various demographic characteristics. Table A-3 reports the percentage for all subgroups on those variables where the value of chi square was significant at the .01 level for the cross-tabulation.

Intentions of utilizing the *college placement offices* were significantly greater for business and public administration majors. Fine arts majors were least likely to utilize the college placement office. Similarly, younger respondents and those with less full-time work experience were much more likely to utilize the college placement office than were those respondents over 35 and those with more than three years of full-time work experience. Those attending larger universities were more likely to utilize placement office services than those at small schools, perhaps because those services are more developed at the larger schools. Finally, those attending schools in the Mideast and West were significantly more likely to use the placement office than were students attending schools in the South.

Private employment agencies ranked last among the job-search strategies we asked about. However, those with lower grade point averages (below 2.5) were almost twice as likely to utilize private employment agencies than were those with higher grades (above 2.5). Those from smaller schools were more likely to use private agencies also, perhaps to compensate for the relative lack of college placement services. Finally, those students attending Eastern schools were significantly more likely to utilize private employment agencies than were students attending schools in other regions.

Public employment agencies were also quite low in the ranking of job-search strategies. Those subgroups with significantly greater intentions of using public employment agencies were those with lower grades (below 2.5), females, blacks, those from poorer families, those with some full-time work experience, those raised in rural environments, those from less competitive schools, and those attending public institutions. With the exception of "full-time work experience," these results are not surprising. They constitute those subgroups which have traditionally had a harder time getting employment and, therefore, seem willing to utilize any means available. For example, a higher proportion of women indicated a willingness to utilize *each* of the job-search strategies than did their male counterparts.

Sixty percent of the respondents indicated their intention of *responding to advertised openings.* Fine arts majors were significantly more likely to utilize this approach. Preprofessionals, math and physical science majors, and business and public administration majors were less likely to respond to advertised openings than were other majors. Again, females, Protestants, and those from poorer families were more likely to utilize this approach. Finally, those attending Western schools were more likely and those attending Midwestern schools were less likely to respond to advertised job openings.

Approximately 70 percent of the respondents intended to *use friends and relatives* to help them find jobs. Those subgroups which were significantly more likely to use these contacts were those with lower grades, those who were unmarried, those with less full-time work experience, those raised in urban environments, and those who are having a greater proportion of their academic expenses paid by their families than by themselves. Preprofessional and math/physical science majors were less likely to utilize friends or relatives. Finally, those attending large schools, those attending schools of average competitiveness, and those attending schools in the Midwest or Mideast were also significantly less likely to utilize friends or relatives than were their counterparts.

First choice among job-search strategies was *contacting employers directly*. However, those students attending private institutions and those attending Eastern and Midwestern schools were significantly less likely to use that strategy.

TABLE A-3

Job-Search Strategies

*(All Figures Are Percentages of Those in Each Group Intending to Use Each of the Following)**

Demographic Group	College Place. Office	Private Employ. Agency	Public Employ. Agency	Respd. to Adver. Openings	Friends and/or Relatives	Direct Contacts
Academic Major:						
1. Bus. & Public Administration	77			57	72	
2. Soc. & Behav. Science	70			67	71	
3. Math & Phys. Science	65			56	61	
4. Fine Arts	58			74	75	
5. Humanities	69			66	73	
6. Preprofess.	62			48	52	
Grade Point Average:						
≤2.5		26	30		78	
≥2.5		14	17		67	
Nationality:						
Foreign						
American						
Academic Expenses:						
≤50%, Self					69	
>50%, Self					62	
≤50%, Family			20		66	
>50%, Family			14		72	
≤50%, Other						
>50%, Other						
Sex:						
Male			15	51		
Female			21	66		
Age:						
<22	72					
22-35	70					
>35	49					
Race:						
Caucasian			18			
Black			43			
Oriental			17			

Continued

Job-Search Strategies

Demographic Group	College Place. Office	Private Employ. Agency	Public Employ. Agency	Respd. to Adver. Openings	Friends and/or Relatives	Direct Contacts
Religion:						
Protestant				63		
Catholic				58		
Jewish				44		
Other				56		
None				51		
Family Income:						
< $25,000			24	63		
$25 - $75,000			16	60		
> $75,000			9	46		
Marital Status:						
Married					60	
Unmarried					69	
Full-time Work Experience:						
None	74		14		67	
1-3 Years	72		21		72	
> 3 Years	57		21		55	
Part-time Work Experience:						
None						
1-3 Years						
> 3 Years						
When Growing Up:						
Both Parents Worked						
One Parent Worked						
Both Parents Worked Some						
Early Environment:						
Rural			28		67	
Small Town			28		67	
Suburban			13		66	
Urban			22		78	
School Location:						
West	74	12		71	74	81
Midwest	66	12		51	59	72
Mideast	77	14		61	67	79
East	67	21		60	73	72
South	56	15		60	70	81
Competitiveness of School:						
Below Average			23		73	

Continued

Job-Search Strategies

Demographic Group	College Place. Office	Private Employ. Agency	Public Employ. Agency	Respd. to Adver. Openings	Friends and/or Relatives	Direct Contacts
Average						
Above Average			12		71	
School Affiliation:						
Public			20			78
Private			11			70
Church			18			77
School Size:						
Small	63	16			72	
Medium	69	18			71	
Large	73	12			64	
School Environment:						
Urban						
Surburban						
Rural			19		65	

***Note:** *Percentages are only shown for those demographic variables where there was a significant chi square value at the .01 level for the subgroups. Figures for any subgroup may total to more than 100 percent due to multiple answers.*

Plans Following Graduation

Plans following graduation were also analyzed by the various demographic characteristics. Table A-4 summarizes the results for those subgroups on variables with chi squares significant at the .01 level in the cross tabulations.

Becoming self-employed ranked well down the list of postgraduation plans. However, males, unmarried students, and those with lower grades (below 2.5) were significantly more likely to consider this option. Similarly, those attending public institutions and those attending school in the Midwest were more likely to consider self-employment.

Attending *graduate or professional school* ranked second on the list of intentions following graduation. Those majoring in math or physical science were significantly more likely, and those majoring in business or public administration were significantly less likely, to consider graduate or professional school immediately following graduation. Not surprisingly, younger students and those with better grades considered graduate schools a more viable option. Also, those attending private institutions, those attending schools of above average or, surprisingly, below average competitiveness were more likely to consider graduate school. Finally, those attending Western or Midwestern schools were somewhat less likely to consider advanced education at this time.

Working for the government was considered by only 14 percent of the respondents. However, those who were significantly more likely to consider this option were older respondents, blacks, those from poorer families, those having more than 50 percent of their academic expenses paid by sources other than themselves or their parents, married students and those from less competitive schools. Fine arts majors and those whose parents both worked some while growing up were less likely to consider public employment.

Military service ranked last among those postgraduation plans we asked about. However, males, blacks, and those having more than 50 percent of their academic expenses paid by "other" sources (perhaps ROTC) were more likely than their counterparts to consider military service.

Working for a nonprofit organization ranked a surprising third on our list. One of the most dramatic findings was that women were almost three times more likely than men to consider employment in this sector. Respondents from wealthier families and those attending larger institutions were less likely to consider employment with nonprofit organizations as were business and public administration majors. However, those raised in rural environments, preprofessional majors, and those attending church-affiliated schools were more likely to consider jobs with nonprofit organizations.

In contrast, those intending to take jobs in the *private sector* were more likely to be business or public administration majors, those with lower grade point averages, males, and those attending larger schools.

Only 19 percent of the respondents indicated their intention to *take some time off* after graduation to travel, etc. Those with such intentions were more likely to be unmarried, aged 22-35, from families of moderate wealth (i.e., $25,000-$75,000 annual income), and from families paying more than 50 percent of the respondent's academic expenses. Those attending Western schools were also more likely to contemplate some time off.

Finally, 15 percent of the respondents indicated intentions of *raising a family*. Surprisingly, the responses of men and women were not significantly different at the .01 level. However, those from poorer families, those already married, those raised in urban environments, and those attending public institutions were significantly more likely to have such plans. Also, those responding "other" in the religion category (which were predominantly Mormons) and those having more than 50 percent of their academic expenses paid by government sources or employers were significantly more likely to contemplate raising a family. Those of the Jewish faith were less likely to suggest such plans.

TABLE A-4

Plans After Graduation

(All Figures Are Percentages of Those in Each Group Intending to Do Each of the Following.) *

Demographic Group	Become Self-Emp.	Go to Grad. School	Work For Govt.	Enter the Milit.	Work for N.P. Org.	Work for Private Org.	Take Time Off	Raise A Family
Academic Major:								
1. Bus. & Public Administration		30	11		10	74		
2. Soc. & Behav. Science		52	17		27	35		
3. Math & Phys. Science		60	10		21	37		
4. Fine Arts		40	5		17	40		
5. Humanities		50	16		21	35		
6. Preprofess.		38	11		38	41		
Grade Pt. Average:								
<2.5	15	25				60		
≥2.5	6	42				46		
Nationality:								
Foreign								
American								
Academic Expenses:								
≤50%, Self								
>50%, Self								
≤50%, Family							18	17
>50%, Family							23	12
≤50%, Other			12	2				14
>50%, Other			21	5				20
Sex:								
Male	10			4	11	53		
Female	5			2	30	43		
Age:								
<22		45	11				16	
22-35		38	15				21	
>35		33	26				10	
Race:								
Caucasian			14	3				
Black			28	5				
Oriental			13	0				
Religion:								
Protestant								16

Continued

Plans After Graduation

Demographic Group	Become Self-Emp.	Go to Grad. School	Work For Govt.	Enter the Milit.	Work for N.P. Org.	Work for Private Org.	Take Time Off	Raise A Family
Catholic								12
Jewish								9
Other								24
None								13
Family Income:								
<$25,000			19		25		16	20
$25 - $75,000			12		22		22	13
>$75,000			9		13		17	12
Marital Status:								
Married	12		20				12	29
Unmarried	6		13				21	13
Full-Time Work Experience:								
None								
1-3 Years								
> 3 Years								
Part-Time Work Experience:								
None								
1-3 Years								
> 3 Years								
When Growing Up:								
Both Parents Worked			17					
One Parent Worked			18					
Both Parents Worked Some			12					
Early Environment:								
Rural					30			19
Small Town					21			16
Suburban					19			13
Urban					24			21
School Location:								
West	8	36					29	
Midwest	11	35					16	
Mideast	6	41					17	
East	5	47					21	
South	9	44					18	

Continued

Plans After Graduation

Demographic Group	Become Self-Emp.	Go to Grad. School	Work For Govt.	Enter the Milit.	Work for N.P. Org.	Work for Private Org.	Take Time Off	Raise A Family
Competitiveness of School:								
Below Average		44	18					
Average		36	14					
Above Average		47	9					
School Affiliation:								
Public	9	38			20			17
Private	3	53			20			10
Church	5	40			28			11
School Size:								
Small					26	40		
Medium					24	47		
Large					18	51		
School Environment:								
Urban								
Suburban								
Rural								

***Note:** *Percentages are only shown for those demographic variables where there was a significant chi square value at the .01 level for the subgroups. Figures for any subgroup may total to more than 100 percent due to multiple answers.*

CHAPTER

2

PERCEIVED DETERMINANTS OF CAREER SUCCESS

Overall Results

THE RESPONDENTS were asked to rank a list of factors which are often mentioned as determinants of job success. The overall results are presented in the Table B-1.

The number one ranking given to "ability to work with people" is both reassuring and perhaps expected since academia constantly stresses the importance of that skill. The high ranking for "job performance" indicates that the new college graduates appreciate the fact that while education, experience, and training are all important, it is how one uses these factors that counts the most.

We were personally surprised at the very low importance attributed to an "ability to play office politics." We are curious to see if the perceived importance of this factor increases with "real world" experience in the longitudinal study. Similarly, "organizational commitment" may possibly be given more importance after one has been on the job longer.

Table B-1 also demonstrates the diversity of perceptions regarding determinants of career success. The most diverse opinions regarded those factors which respondents added in the "other" category. There was also considerable diversity regarding the importance of formal education. The greatest concurrence involved "ability to work with people," "organizational commitment," and "ability to play office politics."

TABLE B-1

Perceived Determinants of Career Success

*(Figures Are Percentages of Total Respondents)**

Factor	Assigned Rank									Overall Results
	1	2	3	4	5	6	7	8	9	
1. Formal Education	24%	15%	15%	14%	12%	10%	6%	3%	0%	3
2. Work Experience	14%	21%	19%	16%	14%	9%	6%	2%	0%	4
3. Ability to Work With People	27%	21%	20%	15%	10%	5%	1%	1%	0%	1
4. Willingness to Take Risks	2%	4%	5%	7%	12%	18%	35%	17%	1%	8
5. Training and Technical Knowledge	8%	14%	15%	15%	18%	14%	11%	5%	0%	5
6. Organizational Commitment	2%	5%	7%	11%	15%	28%	24%	8%	1%	6
7. Job Performance	23%	19%	17%	18%	13%	7%	3%	0%	0%	2
8. Ability to Play Office Politics	1%	2%	3%	4%	6%	8%	12%	61%	3%	9
9. Other Factors	24%	5%	4%	3%	2%	5%	3%	6%	48%	7

***Note:** *Row percentages may not total to 100 percent due to rounding to the nearest integer.*

Significant Subgroup Results

Those factors which were perceived as most affecting career success also varied by subgroups. The significant subgroup differences are summarized in Table B2.

Formal education is perceived to be a more significant determinant of career success by preprofessional, math and physical science, and social and behavioral science majors. It is viewed as less important by business and public administration majors. Likewise, foreign students, Catholics and Protestants, and those raised in rural environments attach greater importance to formal education than do their counterparts.

Work experience is seen as more important by fine arts majors and least important by preprofessional majors. Similarly, females and blacks view work experience as more important to career success than their counterparts.

Ability to work with people was considered more important to career success by social/behavioral science and humanities majors than it was by math, physical science, or fine arts majors. Jews also viewed this determinant to be significantly more important than did those with other religious upbringings.

A willingness to take risks was considered more important by respondents from wealthier families and by unmarried respondents. However, in general this was not viewed as an important determinant of career success by any of the subgroups.

Training and technical knowledge was perceived as significantly *more* important by math, physical science and preprofessional majors than by other academic majors (particularly humanities majors). Also, males and those whose families were paying less than half their academic expenses viewed training and technical knowledge as more important than their counterparts.

Organizational commitment was perceived as significantly more important by business and public administration majors than by any other academic major. Likewise, those paying more than half their academic expenses themselves felt organizational commitment was more important as a determinant of career success.

Job performance was viewed as more important by males than females. There were no other significant subgroup differences involving the perceived importance of this factor. Similarly, there were *no* significant subgroup differences in the importance attached to *playing office politics* as a determinant of career success.

TABLE B-2

Perceived Determinants of Career Success by Significant Subgroups

(Figures are Percentages of Each Subgroup Ranking the Determinants in the Top Three)

Demographic Group	Formal Edu.	Work Exp.	Ability To Work w/People	Taking Risks	Train. & Tech. Knowl.	Organ. Commit.	Job Perf.	Playing Office Politics
Academic Major:								
1. Bus. & Public Administration	48	48	67		32	22		
2. Soc. & Behav. Science	58	56	75		31	10		
3. Math & Phys. Science	59	54	57		55	11		
4. Fine Arts	51	64	58		44	11		
5. Humanities	52	56	77		22	10		
6. Preprofess.	62	42	69		53	9		
Grade Pt. Average:								
≤2.5								
≥2.5								
Nationality:								
Foreign	59							
American	54							
Academic Expenses:								
≤50%, Self						13		
≥50%, Self						15		
≤50%, Family					40			
>50%, Family					32			
≤50%, Other								
>50%, Other								
Sex:								
Male		49			42		64	
Female		56			34		56	
Age:								
<22								
22-35								
>35								
Race:								
Caucasian		53						
Black		69						
Oriental		48						

Continued

Determinants of Career Success

Demographic Group	Formal Edu.	Work Exp.	Ability To Work w/People	Taking Risks	Train. & Tech. Knowl.	Organ. Commit.	Job. Perf.	Playing Office Politics
Religion:								
Protestant	56		69					
Catholic	55		66					
Jewish	49		86					
Other	53		64					
None	47		68					
Family Income:								
<$25,000				10				
$25 - $75,000				10				
>$75,000				18				
Marital Status:								
Married				7				
Unmarried				11				
Full-Time Work Experience:								
None								
1-3 Years								
> 3 Years								
Part-Time Work Experience:								
None								
1-3 Years								
> 3 Years								
When Growing Up:								
Both Parents Worked								
One Parent Worked								
Both Parents Worked Some								
Early Environment:								
Rural	62							
Small Town	51							
Suburban	54							
Urban	55							

Continued

Determinants of Career Success

Demographic Group	Formal Edu.	Work Exp.	Ability To Work w/People	Taking Risks	Train. & Tech. Knowl.	Organ. Commit.	Job Perf.	Playing Office Politics
School Location:								
West								
Midwest								
Mideast								
East								
South								
Competitiveness Of School:								
Below Average								
Average								
Above Average								
School Affiliation:								
Public								
Private								
Church								
School Size:								
Small								
Medium								
Large								
School Environment:								
Urban								
Suburban								
Rural								

***Note:** *Percentages are only shown for those demographic variables where there was a significant chi square value at the .01 level for the subgroups. Figures for any subgroup may total to more than 100 percent due to multiple answers.*

CHAPTER

3

PREFERRED JOB ATTRIBUTES

Theoretical Background

IT IS doubtful that any other "theory" has received as much attention in the literature regarding employee motivation as the "Hierarchy of Needs" proposed by Abraham Maslow.[11] It is in many ways simplistic: it is *ethnocentric* in that it fails to account for cultural determinants which might alter the basic hierarchy; it is *static* in that it fails to account for changes in the hierarchy due to short-run situational changes; it is *rigid* in that it does not adequately account for the often-observed, nonsequential adherence to the categories of needs in the hierarchy; and it is perhaps *incomplete* in that it does not exhaust the kinds of needs which motivate human beings. Despite its shortcomings, it is nevertheless useful in describing the various needs which motivate human behavior. The purpose here is to utilize the basic taxonomy presented by Maslow to describe the perceived job-related needs of the recent group of college graduates.

Why is it important to continually describe the "needs" of various occupational groups? As Marvin Karlins[8] states, in *The Human Use of Human Resources*, "If you want worker productivity, you must satisfy worker needs." Concern for the continual decline in productivity in this country relative to the Japanese and others is at the forefront of domestic concerns.

Secondly, understanding job-related needs is important due to the relatively high rates of absenteeism and turnover. Losing people who have been highly trained is very costly. Turnover at the managerial level multiplies this cost significantly and yet it has been increasingly characteristic for new college graduates to have several different employers in the first few years of their careers. Management turnover in 1960 among graduates out of college less than five years was 10 percent. Today the average corporation loses 50 percent of its college recruits within five years according to The Sterling Institute, a Washington, DC, management consulting firm.[18] What appears to be happening in the American work force is a growing mismatch between company incentives and employee motivation. Today's employees simply are not responding to traditional rewards as they once did.

Our own study indicates that over 70 percent of the new college graduates expect to work for at least two different employers in the first five years after graduation; nearly one in five expects to have three or more employers in five years. Said the chief psychologist for the Personnel Sciences Center in New York City in an interview for U.S. News and World Report, (January 29, 1979): "...younger workers feel they can pretty much call their own tune on a job; if they don't like what they see, they'll pick up their marbles and walk away...."

For both productivity and turnover reasons, it is important to understand what people want from their jobs. As Karlins notes, "...many contemporary managers can't satisfy worker needs because they don't know what they are."

The results presented here were derived from the following question in our survey which asked respondents to rank 20 different job attributes in terms of their preferences:

Please rank the following attributes in order of importance to you. (1 = highest priority, etc.) Each attribute completes the phrase, "I would prefer a job that has ______________________________."

Due to concern that respondents would be unable to accurately rank a list of 20 items, we pretested the approach by having a group of approximately 60 students also answer this question on a "paired comparison" basis. That is, they were asked to choose only between two attributes at a time. This was done for all possible attribute pairs and the overall results of this approach were compared to the simple ranking of all 20 items by the same students. The two approaches yielded results which correlated at approximately .85. The similarity between the results of our national study and our pilot study also suggests that responses to this question yield reliable results.

The job attributes selected were culled from the literature to represent the five dimensions of Maslow's "Hierarchy of Needs." A brief description of those dimensions and the related indicators is presented below:

Physiological Needs. The lowest rung on Maslow's hierarchy encompasses those needs involved with basic physiological requirements, i.e., air, food, water, shelter, clothing, sex, comfort, and convenience. While to some extent wages and salaries can be used to satisfy needs in all levels of the Maslow hierarchy, basic income is particularly relevant to the satisfaction of these basic needs. As Boone and Kurtz[3] note, "Because minimum wage laws and union wage contracts have forced wage levels upward so that most families can afford to satisfy their basic needs, the higher-order needs are likely to play a greater role in worker motivation today." We utilized the following four attributes to measure the dimension of "physiological needs":

- A Convenient Work Location
- An Adequate Wage and Salary
- Comfortable Working Conditions
- Free Organization-Provided Meals

Safety/Security Needs: The next category in the hierarchy is composed of safety/security needs. This involves the need to feel safe, secure, and protected. It includes "job security, protection from physical harm, and avoidance of the unexpected." In terms of the job, it might include protection against health and medical care expenses, safe working conditions, and security against inflation (e.g., cost-of-living increases). From these possibilities, we selected the following four attributes as being representative of this dimension:

- Good Insurance Benefits
- Substantial Job Security
- A Noncompetitive Atmosphere
- Clearly Defined Assignments

Social Needs. The next higher dimension is what Maslow describes as "social" needs. These take various forms. They describe a person's need to "belong" and be accepted by others. People desire social contacts and have a basic need to be affiliated with others. The workplace provides several opportunities for people to satisfy these needs through work groups, clubs, committees, and meetings as well as formal and informal associations with peers, subordinates, and superiors. We selected the following four attributes to tap these needs:

- Coworkers With Similar Beliefs
- Substantial Interaction Among Employees
- Friendly Coworkers
- Organization-Sponsored Social Activities

Esteem Needs. "Esteem" needs are ranked above social needs. These describe a person's desire to feel a sense of accomplishment and achievement. This has two parts: people need *external* validation of their worth and importance, and they also need *internal* self-respect and a sense of importance. There are several ways in which a person's job provides the opportunity to satisfy these "ego" needs: formal and informal feedback on performance, social recognitions, and organizational titles and positions which indicate status and the ability to influence others. We have included the desire for a "high wage and salary" in this category. Like basic wages, high wages can be used to satisfy other needs as well (e.g., security). Nevertheless, we have equated basic wages/salaries with the satisfaction of basic needs, and the desire for high wages/salaries as a manifest indicator of one's worth in the eyes of others. Therefore, the four attributes used to measure esteem needs are:

- A High Wage and Salary
- Importance in the Eyes of Others
- Recognition for Good Performance
- Influence Over Others

Self-Actualization Needs. Finally, at the top of Maslow's proposed hierarchy are what he has labeled "self-actualization" needs. Maslow himself had earlier described these needs saying, "A healthy man is primarily motivated by his needs to develop and actualize his fullest potentialities and capacities...what man can be, he must be." On the job, these needs are expressed in the desire for self-development, autonomy, personal growth, responsibility and independence, self-fulfillment, and the ability to utilize one's creativity, special talents, and capabilities. We selected the following attributes as representative of this dimension:

- Freedom for Self-Expression and Creativity
- Opportunity to Use Your Skills and Abilities
- Interest and Self-Satisfaction
- Opportunity for Personal Development

The previously described job attributes were randomly selected as to their position on the questionnaire. Respondents were asked to provide ordinal rankings of the 20 job attributes. When aggregating those rankings for various subgroups, it is possible to place the items on an interval scale as determined by the mean ranking of each item. While the interval distances between mean ranks is instructive in some cases, they perhaps imply more precision than is warranted in the measurement of preferences for various job attributes. Therefore, we have reported only aggregate ordinal ranks for the various subgroups of respondents.

In addition, we have reported scale values for each subgroup on the five dimensions of Maslow's need hierarchy. Four of the 20 job attributes were associated with each need category, which have been labeled "physiological," "security," "social," "esteem," and "self-actualization." The assignment of job attributes to these five categories was discussed above. An individual's (or group's) "score" on each need dimension can be computed by combining the ranks for the four job attributes associated with each dimension. These scores can range from 10 (which represents a *high* preference for a need dimension) to 74 (which represents a *low* preference). The scores for the five dimensions have a mean value of 42 and therefore the sum of the differences of each score from 42 must equal zero for any individual or group.

Overall Results

The overall rankings of the 20 job attributes for all 1,930 respondents are presented on each of the tables which break down the results for various subgroups. In both our pilot study and our national study, some respondents indicated that it was fairly easy to pick their top five and their bottom five preferences. Distinguishing preferences for those job attributes in the middle was apparently more difficult. The top five preferred job attributes were:

1. Interest and Self-Satisfaction.
2. Opportunity to Use Skills and Abilities.
3. Opportunity for Personal Development.
4. Recognition for Good Performance.
5. An Adequate Wage and/or Salary.

In contrast, the least preferred job attributes were:

20. Free Organization-Provided Meals.
19. Organization-Sponsored Social Activities.
18. Influence Over Others.
17. Importance in the Eyes of Others.
16. Coworkers With Similar Beliefs.

The fact that "an adequate wage and/or salary" is ranked as low as fifth is somewhat surprising and contradicts many current perceptions that *money* is the primary objective in job selection. The fact that "organization-provided meals" and "organization-sponsored social activities" are ranked last and next-to-last is not surprising. Nevertheless, one is struck by how different the ranking for such items might be in different cultures or for respondents entering the job market from different economic situations (e.g., non-college graduates).

Finally, the overall scores on the five Maslow need dimensions are calculated and graphed in Exhibits C-1 and C-2. Given our categorization, the "self-actualization" dimension demonstrates an extremely high preference. Also surprising is the fact that the "social" and "esteem" dimensions are both lower than "physiological" or "security" in terms of respondents' preferences. However, our inclusion of "an adequate wage and/or salary" *only* in the "physiological" category undoubtedly gives greater weight to that dimension than would otherwise be the case. Nevertheless, the overwhelming preference for jobs which provide opportunities to satisfy one's self-actualization needs is indeed striking.

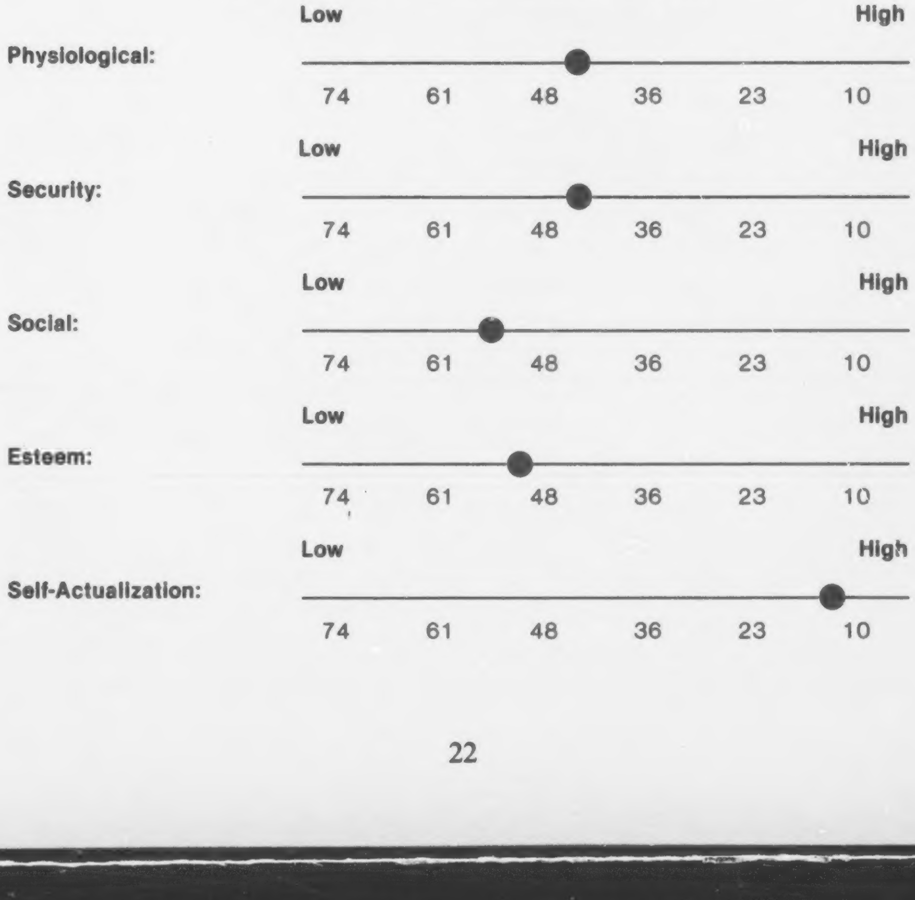
EXHIBIT C-1

Overall Need-Dimension Scores

Physiological		Security		Social		Esteem		Self-Actual	
Item	**Rank**	**Item**	**Rank**	**Item**	**Rank**	**Item**	**Rank**	**Item**	**Rank**
9.	5	11.	10	5.	16	18.	11	12.	6
15.	9	10.	8	1.	12	16.	17	20.	2
17.	20	14.	15	4.	7	6.	4	8.	1
7.	13	2.	14	3.	19	19.	18	13.	3
Aggregate Scores	**47**		**47**		**54**		**50**		**12**

EXHIBIT C-2

Overall Need-Dimension Graphs



Significant Subgroup Results

The preference orderings for various job attributes have also been calculated for the subgroups of the overall population of respondents. Four broad sets of characteristics have been used to identify the subgroups' personal characteristics, academic characteristics, family characteristics, and institutional characteristics. These results are summarized in Tables C-1 and C-2.

Results for Subgroups Defined by Personal Characteristics

The "self-actualization" dimension is the overwhelming preference among all these subgroups; jobs that provide "interest and self-satisfaction" and "opportunity to use one's skills and abilities" are the first and second choices in all cases.

The responses of men and women are very similar. Compared to men there is a slight tendency for women to prefer job attributes which provide greater security (e.g., "a noncompetitive atmosphere") while men have a slightly higher preference for job attributes satisfying esteem needs than do women.

Among age groups, the older respondents definitely appear to have stronger self-actualization needs, whereas younger respondents have a greater preference for satisfying social needs. Respondents over 35 years of age ranked "freedom of self-expression and creativity" third, whereas respondents under 22 ranked that item eighth. Similarly, younger respondents demonstrated slightly higher esteem needs while older respondents have slightly higher physiological and security needs.

Among broad racial categories, blacks prefer jobs which satisfy security needs, Orientals exhibit higher esteem needs, and Caucasians appear to have a slight preference for satisfying social needs relative to the other two groups. Orientals ranked "an adequate wage or salary" significantly lower than Caucasians or blacks, but ranked "a high wage or salary" substantially higher than the other two groups. On the dimension of social needs, Caucasians had a higher preference for "friendly co-workers" while Orientals have a higher preference for "substantial interaction among employees." Blacks had significantly higher preferences for "clearly defined assignments" and "substantial job security" than other respondents. All racial subgroups had equally strong preferences for satisfying self-actualization needs.

Foreign students expressed a stronger preference for jobs which satisfy physiological needs while American students had a stronger preference regarding security needs. Indicative of this was the foreign students' higher ranking for "a convenient work location" and the American students' higher ranking for a "noncompetitive atmosphere."

The amount of full-time work experience does not appear to translate to sufficiently different preferences among job attributes, although respondents with no full-time work experience showed a stronger preference for satisfying social needs. However, in terms of part-time work experience, there were significant differences among subgroups and the reason for this distinction is unclear. For example, those respondents with no part-time work experience have a preference for satisfying those needs further down on Maslow's hierarchy (i.e., physiological and particularly security). Those with more than three years of full-time work experience had a substantially stronger preference for satisfying esteem and self-actualization needs. Indicative of this pattern was the higher ranking for "an adequate wage or salary," "substantial job security," and "clearly defined assignments" among those with no part-time work experience. In contrast, those with more than three years of part-time experience had a stronger preference for "freedom of self-expression and creativity" as well as for a "high wage or salary." The amount of part-time work experience appeared to distinguish significant differences among subgroups more than any other characteristic. Nevertheless, the Spearman's Rho (rank order correlation) between the ranks of those with no part-time experience and those with over three years of experience is still very high, .987. Spearman's Rho for the ranks of males and females is .999.

TABLE C-1

Rankings of Subgroups Defined by Various Personal Characteristics

Job Attribute	Overall	Sex		Age			Race			Nationality		Full-Time Work Exper.			Part-Time Work Exper.		
		Male	Female	Under 22	22-35	Over 35	Cauc.	Black	Orient.	Amer.	For.	0	1-3	Over 3	0	1-3	Over 3
1. Substan. interaction among employees	12	12	13	12	12	14	12	14	8	12	13	12	12	14	14	12	12
2. Clearly defined assignments	14	14	14	14	14	13	14	8	13	14	14	14	14	12	11	14	14
3. Organization-spon. social activities	19	19	19	19	19	20	19	19	19	19	19	19	19	19	18	19	19
4. Friendly coworkers	7	7	7	5	7	8	6	9	11	7	8	5	7	8	6	5	7
5. Coworkers with similar beliefs	16	15	16	15	16	16	16	15	18	16	16	16	16	15	16	16	15
6. Recog. for good perf.	4	3	4	4	4	5	4	7	4	4	5	4	4	4	7	4	4
7. A conv. work location	13	13	12	13	13	11	13	13	14	13	10	13	13	13	12	13	13
8. Interest and self-satis.	1	1	1	1	1	2	1	2	1	1	1	1	1	2	2	1	1
9. An adequate wage and salary	5	5	5	6	5	6	5	5	10	5	6	6	5	6	3	6	6
10. Substantial job security	8	8	8	7	8	7	8	4	6	8	9	8	8	7	4	8	8
11. Good insurance benefits	10	11	10	11	10	10	10	11	12	10	11	10	10	10	8	11	10
12. Freedom for self-expres. and creativ.	6	6	6	8	6	3	7	6	5	6	4	7	6	5	9	7	5
13. Opportunity for personal devel.	3	3	4	3	3	4	3	3	3	3	3	3	3	3	5	3	3
14. A noncompet. atmosphere	15	17	15	16	15	15	15	16	16	15	18	15	15	16	13	15	16

Continued

TABLE C-1 *Continued from Page 25*

Rankings of Subgroups Defined by Various Personal Characteristics

Job Attribute	Overall	Sex		Age			Race			Nationality		Full-Time Work Exper.			Part-Time Work Exper.		
		Male	Female	Under 22	22-35	Over 35	Cauc.	Black	Orient.	Amer.	For.	0	1-3	Over 3	0	1-3	Over 3
15. Comfortable working conditions	9	9	9	9	9	9	9	10	9	9	7	9	9	9	10	9	9
16. Importance in the eyes of others	17	16	17	17	17	17	17	18	15	17	15	17	17	17	17	17	17
17. Free organization-provided meals	20	20	20	20	20	19	20	20	20	20	20	20	20	20	20	20	20
18. A high wage and salary	11	10	11	10	11	12	11	12	7	11	12	11	11	11	15	10	11
19. Influence over others	18	18	18	18	18	18	18	17	17	18	17	18	18	18	19	18	18
20. Oppor. to use your skills and abilities	2	2	2	2	2	1	2	1	2	2	2	2	2	1	1	2	2
Need-Dimensions/Scores	N =	714	972	530	1,108	50	1,483	56	23	1,634	30	443	473	262	43	460	969
Physiological	47	47	46	48	47	45	47	48	53	47	43	48	47	48	45	48	48
Security	47	50	47	48	47	45	47	39	47	47	52	47	47	45	36	48	48
Social	54	53	55	51	54	58	53	57	56	54	56	52	54	56	54	52	53
Esteem	50	47	50	49	50	52	50	54	43	50	49	50	50	50	58	49	50
Self-Actualization	12	13	12	14	12	10	13	12	11	12	10	13	12	11	17	13	11

Results for Subgroups Defined by Academic Characteristics

There are some significant differences between academic majors. Business and public administration majors had lower preferences for job attributes which tend to satisfy physiological, social, and self-actualization needs than do other majors. However, they have higher esteem needs than do other majors. Relatively higher physiological needs were expressed by fine arts, humanities and applied majors. A somewhat greater preference for satisfying social needs was demonstrated by social and behavioral science majors and preprofessional majors. Humanities and preprofessional majors had lower esteem needs. The highest possible preference for satisfying self-actualization needs was reflected by majors in the social and behavioral sciences, fine arts, and the humanities.

Students with grade point averages below 2.5 demonstrated greater preference for satisfying security needs and slightly higher preference for satisfying esteem needs than did students with G.P.A.'s of 2.5 and above. Students with better grades had slightly higher preferences in terms of physiological, social, and self-actualization needs. Nevertheless, the rank order correlation between the two groups is extremely high—.996.

We also looked at differences between student groups defined by who was paying for the majority of their academic expenses. The differences were negligible as you can see from Table C-2. However, students who had the majority of their expenses paid by sources other than themselves or their families (e.g., employers, government, etc.), did have slightly greater preference for satisfying "lower level" needs (physiological and security) and somewhat lower preference for satisfying self-actualization needs.

Finally, we looked at differences between students who intended to take jobs in the public, private and nonprofit sectors. Those aiming for the private-for-profit sector revealed weaker physiological and security needs, but substantially stronger esteem needs. Those students preparing to work in the nonprofit sector had the highest self-actualization needs and the lowest esteem needs. Students who professed a desire to enter the public sector had the highest security needs. Indicative of these patterns was a significantly higher ranking assigned to "recognition for good performance" and a "high wage and salary" by those intending to enter the private-for-profit sector as compared to those aiming for the nonprofit sector.

TABLE C-2

Rankings of Subgroups Defined by Various Academic Characteristics

		Academic Major							G.P.A.		Academic Expenses Paid By						Intended Sector Of Employment		
											Self		Family		Other				
Job Attribute	Overall	Bus./Pub. Admin.	Soc./Beh. Science	Phys. Sci./Math	Fine Arts	Humanities	Pre-profess.	Applied Majors	Under 2.5	2.5 and Over	Under 50%	50% and Over	Under 50%	50% and Over	Under 50%	50% and Over	Private	Public	Nonprofit
1. Substantial interaction among employees	12	13	11	13	13	12	12	11	14	12	12	12	13	12	12	13	12	11	11
2. Clearly defined assignments	14	12	14	15	14	14	14	14	12	14	14	14	14	15	14	14	14	13	14
3. Org.-sponsored social activities	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
4. Friendly coworkers	7	7	6	5	7	7	5	8	8	7	6	8	8	5	6	8	5	8	6
5. Coworkers with similar beliefs	16	16	16	16	15	16	16	16	15	16	16	15	15	16	16	15	15	16	16
6. Recognition for good perform.	4	3	5	4	6	5	4	5	3	4	4	3	4	4	4	3	3	6	8
7. A conv. work loc.	13	14	13	12	12	10	13	12	13	13	13	13	12	13	13	12	13	12	12
8. Interest and self-satisfaction	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1
9. An adequate wage and salary	5	6	7	7	5	6	6	4	6	5	5	6	5	7	7	4	7	3	4
10. Substantial job security	8	5	8	6	8	8	8	7	5	8	8	7	7	8	8	6	6	4	7
11. Good insurance benefits	10	11	12	11	10	11	10	9	9	10	10	11	10	11	11	10	11	9	10

Continued

TABLE C-2 *Continued from Page 28*

Rankings of Subgroups Defined by Various Academic Characteristics

Job Attribute	Overall	Academic Major							G.P.A.		Academic Expenses Paid By						Intended Sector Of Employment		
											Self		Family		Other				
		Bus./Pub. Admin.	Soc./Beh. Science	Phys. Sci./ Math	Fine Arts	Humanities	Pre-profess.	Applied Majors	Under 2.5	2.5 and Over	Under 50%	50% and Over	Under 50%	50% and Over	Under 50%	50% and Over	Private	Public	Nonprofit
12. Freedom for self-expression and creativity	6	9	4	8	3	3	7	6	7	6	7	5	6	6	5	7	8	7	5
13. Opportunity for personal devel.	3	4	3	3	4	4	3	3	4	3	3	4	3	3	3	5	4	5	3
14. A noncompet. atmosphere	15	18	15	14	16	15	15	15	16	15	15	17	16	15	15	16	16	15	13
15. Comfortable working cond.	9	10	9	9	9	9	9	10	11	9	9	9	9	9	9	9	9	10	9
16. Importance in the eyes of others	17	15	17	17	17	17	17	17	17	17	17	16	17	17	17	17	17	17	17
17. Free organization-provided meals	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
18. A high wage and salary	11	8	10	10	11	13	11	13	10	11	11	10	11	10	10	11	10	14	15
19. Influ. over others	18	17	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
20. Oppor. to use your skills and abilities	2	2	2	2	1	2	2	2	1	2	2	2	2	2	2	2	2	2	2
Need-Dimensions/ Scores	N =	382	272	196	81	147	232	372	177	1,474	1,489	412	1,306	594	1,572	328	903	132	312
Physiological	47	50	49	48	46	45	48	46	50	47	47	48	46	49	49	45	49	45	45
Security	47	46	49	46	48	48	47	45	42	47	47	49	47	48	48	46	47	41	44
Social	54	55	52	53	54	54	52	54	56	54	53	54	55	52	53	55	51	54	52
Esteem	50	43	50	49	52	53	50	53	48	50	50	47	50	49	49	49	48	55	58
Self-Actualization	12	16	10	14	10	10	13	12	14	12	13	11	12	12	11	15	15	15	11

Results for Subgroups Defined by Family Characteristics

Table C-3 summarizes the results for various subgroups defined by family and early childhood characteristics. Those from high income families (i.e., gross annual income over $75,000) had a higher preference for satisfying Maslow's higher level needs (i.e., social, esteem, and self-actualization) than did those students from lower income families (below $25,000 per year). Likewise, respondents from low income families had a greater concern for physiological and security needs.

In terms of religious upbringing, there were few significant differences between broad religious groupings. Jews reflected stronger esteem needs than others. Similarly, Catholics had higher security needs than other groups. Finally, Protestants indicated a higher preference on the dimension of physiological needs which was the result of a significantly higher rank given to "an adequate wage or salary" by Protestants than by Jews. Protestants ranked that attribute fifth whereas Jews ranked it twelfth.

We looked at differences between families with various work patterns. Those students who had two working parents when they were growing up had nearly identical preferences compared with respondents who had only one working parent. When both parents worked *some*, the results were also similar.

There was a noticeable difference between students who were raised in rural settings as opposed to other settings. Those from rural environments have significantly higher needs at the bottom of Maslow's hierarchy (i.e., physiological, security, and social) and lower esteem and self-actualization needs than those students raised in small towns, suburban or urban environments. Differences between nonrural environments were negligible.

Finally, we examined differences between married and unmarried students. Again, the differences were insignificant. Married students had slightly stronger preferences for satisfying security and self-actualization needs and somewhat lower preferences for jobs which satisfy social needs. Nevertheless, in comparing subgroups defined by all of these family characteristics, the overwhelming pattern is similarity, not diversity.

TABLE C-3

Rankings of Subgroups Defined by Various Family Characteristics

Job Attribute	Overall	Family Gross Income			Religious Upbringing					Parents' Work History			Early Childhood Environment				Marital Status	
		Under $25,000	$25,000-$75,000	Over $75,000	Prot.	Catholic	Jewish	Other	None	Both Work	Both Wk. Some	One Work	Rural	Small Town	Suburb.	Urban	Married	Unmarried
1. Substan. interaction among employees	12	14	12	11	12	12	10	12	11	13	12	12	13	12	12	13	14	12
2. Clearly defined assignments	14	13	14	14	14	14	16	14	14	14	14	14	12	14	14	14	13	14
3. Organization-spon. social activities	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
4. Friendly coworkers	7	8	5	6	6	8	6	8	7	8	6	7	3	6	7	8	8	6
5. Coworkers with similar beliefs	16	15	16	16	15	16	17	16	16	16	16	16	16	15	16	15	15	16
6. Recognition for good performance	4	3	4	4	4	4	4	4	4	4	4	4	7	4	4	4	4	4
7. A convenient work location	13	12	13	13	13	13	11	12	13	12	13	13	11	13	13	12	12	13
8 Interest and self-satisfaction	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	2	1
9. An adequate wage and salary	5	5	6	8	5	7	12	7	6	6	5	5	4	5	6	5	6	5
10. Substantial job security	8	6	8	7	8	6	7	6	9	7	8	8	6	8	8	7	7	8
11. Good insurance benefits	10	10	11	12	10	10	13	11	12	10	10	10	10	10	11	11	10	10
12. Freedom for self-express. and creativ.	6	7	7	5	7	5	5	5	5	5	7	6	8	7	5	6	5	7
13. Opportunity for personal devel.	3	4	3	3	3	3	3	3	3	3	3	3	5	3	3	3	3	3
14. A noncompetitive atmosphere	15	16	15	17	16	15	14	15	15	15	15	15	15	16	15	17	16	15

Continued

TABLE C-3 *Continued from page* 31

Rankings of Subgroups Defined by Various Family Characteristics

Job Attribute	Overall	Family Gross Income			Religious Upbringing					Parents' Work History			Early Childhood Environment				Marital Status	
		Under $25,000	$25,000-$75,000	Over $75,000	Prot.	Catholic	Jewish	Other	None	Both Work	Both Wk. Some	One Work	Rural	Small Town	Suburb.	Urban	Married	Unmarried
15. Comfortable working conditions	9	9	9	10	9	9	9	9	8	9	9	9	9	9	9	9	9	9
16. Importance in the eyes of others	17	17	17	15	17	17	15	17	17	17	17	17	17	17	17	16	17	17
17. Free organization-provided meals	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
18. A high wage and salary	11	11	10	9	11	11	8	10	10	11	11	11	14	11	10	10	11	11
19. Influence over others	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
20. Oppor. to use your skills and abilities	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	1	2
Need-Dimensions/Scores	N =	552	925	167	881	470	59	163	97	510	198	973	202	426	804	193	278	1,397
Physiological	47	46	48	51	47	49	52	48	47	47	47	47	44	47	48	46	47	47
Security	47	45	48	50	48	45	50	46	50	46	47	47	43	48	48	49	45	47
Social	54	56	52	52	52	55	52	55	51	56	53	54	51	52	54	55	56	53
Esteem	50	49	49	46	50	50	45	49	49	50	50	50	56	50	49	48	50	50
Self-Actualization	12	14	13	11	13	11	11	11	11	11	13	12	16	13	11	12	11	13

Results for Subgroups Defined by Institutional Characteristics

Table C-4 summarizes results for students coming from various types of schools. There do appear to be some regional differences. Students attending Southern schools indicate higher security needs and lower self-actualization needs than those from other regions. For example, they ranked "substantial job security" fourth and "freedom for self-expression and creativity" eighth. Respondents from Midwestern schools had the lowest security needs. Those from Western institutions had the lowest esteem needs.

Respondents from less competitive schools had substantially higher security needs and somewhat lower self-actualization needs than those from more competitive schools. Indicative of this is the higher ranking they give to "substantial job security" and "good insurance benefits."

The affiliation of the school (i.e., private, public or church) did *not* define dramatic differences between students. Students at private institutions had slightly higher self-actualization and social needs and slightly lower physiological and security needs than did others. Those from church-supported schools had somewhat higher preferences for job attributes which satisfy Maslow's lower level needs and less preference for those satisfying higher level needs.

Students from small schools also expressed a stronger desire to satisfy lower level needs (i.e., physiological and security) and lower preference for satisfying esteem and self-actualization needs. Students from rural schools demonstrated this same pattern of needs. However, institutional characteristics do not appear to create significant differences among job attribute preferences. Similarity across subgroups is again the rule rather than the exception.

TABLE C-4

Rankings of Subgroups Defined by Various Institutional Characteristics

Job Attribute	Overall	Region					Competitiveness			Affiliation			Size			Environment		
		East	Mideast	Midwest	West	South	Below Average	Average	Above Average	Private	Public	Church	Small	Medium	Large	Rural	Suburban	Urban
1. Substan. interaction among employees	12	11	12	11	12	14	14	12	11	11	12	13	13	12	12	11	13	12
2. Clearly defined assign.	14	14	14	14	15	12	13	14	15	15	14	14	14	14	14	13	14	14
3. Org.-sponsored social activities	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
4. Friendly coworkers	7	6	6	7	6	7	8	7	6	6	7	8	7	6	7	5	7	7
5. Coworkers with similar beliefs	16	16	15	15	16	15	15	15	16	16	15	15	15	16	15	16	15	15
6. Recognition for good performance	4	4	4	4	4	3	5	4	5	5	4	4	6	4	4	6	4	4
7. A convenient work location	13	13	13	13	11	13	12	13	12	13	13	11	11	13	13	12	12	13
8. Interest and self-satisfaction	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9. An adequate wage and salary	5	8	5	6	7	6	6	5	7	7	5	6	4	8	5	4	5	6
10. Substan. job security	8	7	7	8	8	4	4	8	8	8	8	5	5	7	8	8	8	8
11. Good insur. benefits	10	12	10	12	10	9	9	10	13	12	10	10	10	11	11	10	11	10
12. Freedom for self-express. and creativ.	6	5	8	5	5	8	7	6	4	4	6	7	8	5	6	7	6	5
13. Opportunity for personal devel.	3	3	3	3	3	5	3	3	3	3	3	3	3	3	3	3	3	3
14. A noncompetitive atmosphere	15	15	16	16	14	17	16	16	14	14	16	16	16	15	16	15	16	16

Continued

TABLE C-4 Continued from page 34

Rankings of Subgroups Defined by Various Institutional Characteristics

Job Attribute	Overall	Region					Competitiveness			Affiliation			Size			Environment		
		East	Mideast	Midwest	West	South	Below Average	Average	Above Average	Private	Public	Church	Small	Medium	Large	Rural	Suburban	Urban
15. Comfortable working conditions	9	9	9	9	9	10	10	9	9	9	9	9	9	9	9	9	9	9
16. Importance in the eyes of others	17	17	17	17	17	16	17	17	17	17	17	17	17	17	17	17	17	17
17. Free organization-provided meals	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
18. A high wage and salary	11	10	11	10	13	11	11	11	10	10	11	12	12	10	10	14	10	11
19. Influence over others	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
20. Opportunity to use your skills and abilities	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Need-Dimensions/Scores	N =	365	660	399	270	206	449	1,081	371	263	1,361	276	316	659	926	146	1,387	367
Physiological	47	50	47	48	47	49	48	47	48	49	47	46	44	50	47	45	46	48
Security	47	48	47	50	47	42	42	48	50	49	48	45	45	47	49	46	49	48
Social	54	52	52	52	53	55	54	53	52	52	53	55	54	53	53	51	54	53
Esteem	50	49	50	49	52	48	51	50	50	50	50	51	53	49	49	55	49	50
Self-Actualization	12	11	14	11	11	16	13	12	10	10	12	13	14	11	12	13	12	11

Summary

First, the respondents in this study expressed an overwhelming preference for job attributes which satisfy what Maslow labeled self-actualization needs. The three top-ranked job attributes were in this category — "interest and self-satisfaction," "opportunity to use one's skills and abilities," and "opportunity for personal development."

Second, the preferences are extremely consistent across subgroups. The rank order correlation for the preferences of the most diverse groups is above .95.

Third, there are some mild differences in preferences which have been noted above. For example, a higher preference for satisfying *self-actualization* needs is indicated by older respondents (over 35), those with more work experience, those majoring in social or behavioral science, fine arts or humanities, those having the majority of their academic expenses paid by their families or themselves, those aiming at jobs in the nonprofit sector, those raised in other than rural environments, and those who attended school in the East, Midwest or West.

Those respondents who appear to have a higher perference for job attributes which satisfy *esteem* needs are Orientals, those with some part-time work experience, those majoring in business and/or public administration, those intending to enter the private sector, Jews, those raised in other than rural environments, and those who attended medium or large, urban or suburban schools.

A stronger desire to satisfy *social* needs through the job is reflected by Caucasians, those under 22, those with no full-time work experience, those from families with annual incomes under $25,000, those with no particular religious upbringing, and those raised in rural and small town environments. Those indicating higher preferences for satisfying *security* needs were blacks, American students, those with no part-time work experience, those with grade point averages below 2.5, those expecting to take jobs in the public sector, those from poorer families, Catholics, those raised in rural environments, and those attending small, church-supported schools in the South which are below average in competitiveness.

Finally, those respondents who place a relatively greater stress on job attributes which satisfy *physiological* needs were Caucasians, blacks, foreign students, those majoring in fine arts, humanities or applied subjects, those having more than half their academic expenses paid by sources other than themselves or their families, those intending to take jobs in the public or nonprofit sectors, those from poorer families, Protestants or those with no religious upbringing, those raised in rural environments, and those attending small schools.

Fourth, if groups of needs are satisfied in some sort of priority sequence as suggested by Maslow, then one would expect the scores on the various dimensions to reflect that ordering. They do not. On the other hand, Maslow suggests that needs which have been satisfied tend to lose their motivating power and are less sought after. If this is the case, it would appear that all but self-actualization needs have been relatively well satisfied for students just graduating from college. To take this a step further, social needs would appear to have been the most satisfied and physiological and security needs the least satisfied (aside from self-actualization). This makes some intuitive sense when one realizes that these respondents have just finished four (or more) years of college, probably with relatively low levels of discretionary income and are just entering a stage in their lives when many will be attempting to get their first job. However, this scenario does not adequately explain why such a person would be so dramatically concerned with self-actualization. As one looks at the various orderings of the five Maslow need-dimensions across various subgroups, it is clear that there is not one dominant ordering. Nevertheless, this information does not necessarily fault Maslow's theory. One would have to know more about the individual situations of the respondents and which of their needs have already been satisfied.

Fifth, the job attributes which we have selected to represent each of Maslow's dimensions do not always hang together. For example, on the esteem dimension, the "recognition for good performance" is consistently ranked higher than other attributes on that dimension. Similarly, "friendly coworkers" is consistently ranked higher than other attributes on the social dimension. Not surprising is the fact that "an adequate wage or salary" ranks high among those attributes measuring physiological needs.

CHAPTER

4

WORK ETHIC ATTITUDES

Theoretical Background

THE PURPOSE of this section is to explore the extent to which new college graduates exhibit those job-related attitudes which have commonly been associated with the "work ethic." Past research has been more concerned with examining the work ethic of the blue-collar work force. Nevertheless, it is a concept equally applicable to managerial ranks, and the new college graduates are likely to make up a significant proportion of managerial positions in the coming decade.

As Cherrington[5] suggests, "work ethic" is a rather complex concept which has been used in the past to refer to a variety of behaviors and attitudes. Unlike the various definitions of the work ethic discussed by Cherrington, which focus on the motivation or "reward" behind a person's behavior, we are concerned here more with the individual's *willingness* to work hard (for whatever reason). It is assumed that one's willingness to work is determined to a large extent by one's perception of the importance of work in achieving one's personal goals and satisfying one's personal interests. As such, work must compete with several other demands on a person's time. We do not require, therefore, that people necessarily love their work, only that they are willing to work and that work is relatively important *vis-a-vis* other demands. Persons exhibiting these characteristics are considered to have a strong "work ethic."

This is *not* to argue that the "work ethic" is a unidimensional concept. Rather, it has many facets and a person may demonstrate a strong work ethic on some dimensions and a weaker work ethic on others. Furthermore, it is not enough to attempt to describe the work ethic of an entire group. Therefore, the other purpose is to disaggregate the current group of graduating seniors and to determine those characteristics which appear to be strongly related to the strength of the work ethic in various subgroups. Thus, the results presented here are still descriptive rather than explanatory. Furthermore, there is no implied normative evaluation regarding the work ethic — that is, having a strong or weak ethic is not considered "good" or "bad."

It is important, however, that we continue to sort out the ramifications and manifestations of the "work ethic" so that we can understand and affect the link to productivity. The contentions of many, that American productivity has dropped due to a lower work ethic, may be in error. Rather, as Yankelovich[26] suggests, we may be confusing the concepts of "productivity" and "work ethic" and therefore the relationship between them. He contends:

> "In principle, most Americans are willing to work harder and turn out a higher quality product; indeed, their self-esteem demands that they do so. That they are not doing it points directly to a serious flaw in management and in the reward system under which they perform their jobs. Why should workers make a greater effort if a) they don't have to, and b) they believe that others will be the beneficiaries of such efforts?"

In his book *The Work Ethic*, David Cherrington[5] states:

> "The evidence indicates that the claims of these managers are generally correct. Members of today's work force, especially young workers, do not have the same attitudes as previous generations toward the importance of work, pride, and craftsmanship. Their reasons for holding the job are different, and work itself serves a different purpose for many of today's employees."

He also implies that the change is due, in part, to changes in the nature of work itself. He suggests that work is less important today because, "the work week is becoming continually shorter." Furthermore:

> "Why should you believe in the dignity of labor when minimum wage laws eliminate 'dirty' jobs, automation eliminates repetitive jobs, welfare and unemployment compensation reward people for not working, older workers are encouraged to take early retirement, and mandatory retirement ages are set? Why should children be taught to work when child labor laws prevent them from getting a job? How can you take pride in your performance, when you are paid for your time, not your efforts?"

These may be important factors but they hardly impact the new college graduate, particularly those headed for managerial positions.

In other ways the literature seems to be contradictory. Yankelovich[24] concludes that the work ethic is no longer a predominant value brought to the job. Yet the U.S. Department of Labor[21] contends that "there appears to be an emerging work ethic which places greater demand upon work.... Work is viewed as an integral part of one's total life."

In part, the basis for concluding that the "work ethic" has changed stems from the comparison of older with younger workers. For example, Cherrington[5] notes that "young workers particularly seem to question the value of work. The belief that work should be one of the most important parts of a person's life was not as well accepted by the younger workers as by older workers." He concludes "older workers generally have stronger work values and more favorable job attitudes than younger workers because of something to do with their age" (i.e., even after controlling for income level, job level, and educational levels).

Overall and Subgroup Results

The following results are intended to profile the "work ethic" within various subgroups of recent college graduates. While there are several possibilities for disaggregating the data, the approach here is to describe the extreme subgroups within each demographic characteristic. In that way the reader can get a sense of the spread between the most and least representative subgroups in terms of their "work ethic" orientation. The results for the sample as a whole are also presented. In any case, it is a relative comparison and what is labeled a "high" work ethic subgroup is in fact only a "higher" subgroup than those with which it is being compared on a *continuum* measuring the work ethic orientation. We have chosen to present comparative percentages rather than statistical measures of significance so that the reader can judge which characteristics appear to be most important in affecting the work ethic.

Hours Per Week

Question: During the first few years on a job, which you like very much, how many *hours per week* would you be willing to work?

Assumption: A person with a strong "work ethic" will be willing to work longer hours.

Overall Results: **(N = 1,921)**	(1)	40 or less	13.3%
	(2)	41-50	59.4%
	(3)	51-60	20.2%
	(4)	More than 60	7.1%

We considered a "high" work ethic to be represented by those respondents willing to work more than 40 hours per week. Approximately 87 percent of the respondents were so willing, and Table D-1 summarizes these percentages for several demographic characteristics. The more significant characteristics appear to be sex, gross family income, nationality, and academic major. A stronger work ethic is demonstrated by males, those from families with gross annual incomes over $75,000, Americans, and those majoring in business or public administration. A weaker work ethic (as measured by the hours one is willing to work) is exhibited by females, those from families with gross annual income below $25,000, foreign students, and preprofessional majors (e.g., premed, pre-engineering, etc.).

TABLE D-1

Willingness to Work More Than 40 Hours Per Week

Demographic Variable	High Work Ethic Subgroup	(%)	Low Work Ethic Subgroup	(%)
Overall (87%)				
* 1. Sex	Male	(92%)	Female	(82%)
2. Age	Under 22	(88%)	Over 35	(84%)
3. Race	Caucasian	(87%)	Black	(79%)
4. Religion	Jewish	(90%)	None	(81%)
5. Marital Status	Unmarried	(87%)	Married	(85%)
* 6. Family Income	Over $75,000	(94%)	Under $25,000	(82%)
7. Full-Time Work Experience	None	(90%)	1-3 Years	(85%)
8. Part-Time Work Experience	None	(88%)	1-3 Years	(84%)
9. Parents' Work History	One Parent Worked	(88%)	Both Worked Some	(83%)
10. Childhood Environment	Suburban	(89%)	Rural	(83%)
*11. Nationality	American	(87%)	Foreign	(77%)
*12. Academic Major	Business/Public Admin.	(92%)	Preprofessional	(81%)
13. Grade Point Average	Above 2.5	(87%)	2.5 or Below	(86%)
14. Academic Expenses Paid By:				
a) Self	Over 50%	(87%)	50% or Less	(86%)
b) Family	Over 50%	(88%)	50% or Less	(86%)
c) Other	50% or Less	(87%)	Over 50%	(84%)
15. Academic Institution Attended:				
a) Size	Large	(87%)	Small/Medium	(86%)
b) Competitiveness	Average/Below Average	(87%)	Above Average	(84%)
c) Local Environment	Rural	(89%)	Suburban	(86%)
d) Region	Mideast	(89%)	West	(81%)
e) Affiliation	Private	(88%)	Public or Church	(86%)

*Difference of at least 10 percent between "High" and "Low" Work Ethic Subgroups.

Job-Related Travel

Question: With respect to job-related travel, how many *nights per month* are you willing to be away from home?

Assumption: A person with a strong "work ethic" will be willing to travel more often.

Overall Results: (N = 1921)

(1) None	8.7%
(2) 1-5	57.5%
(3) 6-10 Nights	21.0%
(4) 11-15 Nights	6.6%
(5) More than 15 Nights	6.2%

We considered a "high" work ethic to be consistent with a willingness to be away from home more than five nights per month. Nearly 34 percent of the students were so willing and over 90 percent were willing to be away from home at least one night per month. Table D-2 summarizes the results for various demographic characteristics, the most significant appearing to be marital status, early childhood environment, nationality and academic major. A stronger work ethic is espoused by single students, those who lived in diverse settings as a child, Americans, and those majoring in business or public administration. A weaker work ethic is represented on this question by married students, those raised in a rural environment, foreign students, and those majoring in math or physical science.

TABLE D-2

Willingness to Be Away From Home Six (6) or More Nights Per Month Due to Your Job

Demographic Variable	High-Work Ethic Subgroup	(%)	Low Work Ethic Subgroup	(%)
Overall (34%)				
1. Sex	Male	(38%)	Female	(31%)
2. Age	Under 22	(32%)	Over 35	(23%)
3. Race	Caucasian	(33%)	Oriental	(30%)
4. Religion	None	(38%)	Jewish	(32%)
*5. Marital Status	Unmarried	(36%)	Married	(23%)
6. Family Income	Under $25,000/Over $75,000	(34%)	$25,000-$75,000	(33%)
7. Full-Time Work Experience	Over 3 Years	(38%)	None	(32%)
8. Part-Time Work Experience	Over 3 Years	(35%)	None	(26%)
9. Parents' Work History	Both Worked Some	(35%)	One Parent Worked	(33%)
*10. Childhood Environment	Multiple Responses	(45%)	Rural	(26%)
*11. Nationality	American	(34%)	Foreign	(20%)
*12. Academic Major	Business/Public Adm.	(40%)	Math/Physical Sciences	(27%)
13. Grade Point Average	2.5 or Below	(41%)	Above 2.5	(33%)
14. Academic Expenses Paid By:				
a) Self	50% or Less	(34%)	More than 50%	(33%)
b) Family	More than 50%	(35%)	50% or Less	(33%)
c) Other	50% or Less	(34%)	More than 50%	(33%)
15. Academic Institution Attended:				
a) Size	Large	(36%)	Small	(31%)
b) Competitiveness	Below Average	(35%)	Average	(33%)
c) Local Environment	Rural	(35%)	Urban	(33%)
d) Region	Mideast	(35%)	South/West	(33%)
e) Affiliation	Public	(35%)	Church	(28%)

*Difference of at least 10 percent between "High" and "Low" Work Ethic Subgroups.

Intention To Take Time Off

Question: After graduation, I intend to: ______________________

Assumption: *A person stating that he or she intends to "take some time off" (to travel, etc.) has a weaker "work ethic."

Overall Results: (N = 1930)

(1)	Become self-employed	7.3%
(2)	Go to graduate or professional school	40.3%
(3)	Work for the government	13.9%
(4)	Enter the military	2.6%
(5)	Work for a nonprofit organization	21.3%
(6)	Work for a private sector company	47.4%
*(7)	Take some time off (to travel, etc.)	19.4%
(8)	Raise a family	15.2%
(9)	Other	7.8%

Note: Answers will not total to 100 percent due to multiple answers.

Nearly one-fifth of the respondents indicated that they would take some time off. Table D-3 summarizes the results by demographic variables. Age, early childhood environment, and region where one attended college appear to be most significant. Those least intending to take time off after graduation (i.e., "high" work ethic) were those students over 35 years of age, those raised in a small town environment, and those attending Midwestern colleges and universities. The "low" work ethic groups were those from 22-35 years of age, those raised in an urban environment, and those attending school in the West.

TABLE D-3

Intention of Taking Some Time Off After Graduation

Demographic Variable	High Work Ethic Subgroup	High Work Ethic (%)	Low Work Ethic Subgroup	Low Work Ethic (%)
Overall (19%)				
1. Sex	Male	(18%)	Female	(21%)
* 2. Age	Over 35	(10%)	22-35	(21%)
3. Race	Caucasian	(19%)	Black/Oriental	(26%)
4. Religion	Protestant	(17%)	None	(23%)
5. Marital Status	Married	(12%)	Unmarried	(21%)
* 6. Family Income	Under $25,000	(16%)	$25,000-$75,000	(22%)
7. Full-Time Work Experience	Over 3 Years	(16%)	1-3 Years	(21%)
8. Part-Time Work Experience	None/Over 3 Years	(19%)	1-3 Years	(22%)
9. Parents' Work History	One Parent Worked	(18%)	Both Worked Some	(24%)
*10. Childhood Environment	Small Town	(15%)	Urban	(25%)
11. Nationality	American	(19%)	Foreign	(20%)
12. Academic Major	Business/Public Admin.	(18%)	Fine Arts/Humanities	(25%)
13. Grade Point Average	2.5 or Below	(17%)	Above 2.5	(20%)
14. Academic Expenses Paid By:				
a) Self	More than 50%	(15%)	50% or Less	(21%)
b) Family	50% or Less	(18%)	More than 50%	(23%)
c) Other	More than 50%	(19%)	50% or Less	(20%)
15. Academic Institution Attended:				
a) Size	Small	(16%)	Medium	(23%)
b) Competitiveness	Below Average	(17%)	Above Average	(24%)
c) Local Environment	Suburban	(18%)	Urban	(24%)
*d) Region	Mideast	(16%)	West	(29%)
e) Affiliation	Public/Church	(19%)	Private	(22%)

*Difference of at least 10% between "High" and "Low" Work Ethic Subgroups.

Desire for Less Work and More Time Off

Question: Rank the form you would prefer additional rewards to take, assuming you currently receive an acceptable salary.

Assumption: *A person who desires to take additional rewards in the form of a "reduced work load" or "more time off" has a low "work ethic."

Overall Results: (N = 1,897 and 1,904	**Percent Ranking This "1" or "2"**
*(1) A reduced work load	6%
*(2) More time off	23%
(3) Additional salary	55%
(4) Additional fringe benefits	28%
(5) Freedom to structure own work schedule	57%
(6) Sharing in increased profits of organization	41%

Note: Answers will not total to 100 percent due to multiple answers.

We considered people to have a "high" work ethic if they ranked either "a reduced work load" or "more time off" as their last or next to last preference. More than 75 percent of the respondents ranked "a reduced work load" in their last two preferences; for "more time off" the percentage was about 42 percent. Table D-4 provides the demographic breakdowns for "a reduced work load"; Table D-5 does the same for "more time off."

Those least preferring to reduce their work load (i.e., "high" work ethic) were Orientals, those from families with gross annual incomes over $75,000, those having more than three years of part-time work experience, Americans, and those majoring in business or public administration. Those most preferring to reduce their work (i.e., "low" work ethic) were blacks, those from families with gross incomes under $25,000, those with no part-time work experience, foreign students, and preprofessional majors.

Those least preferring more time off (i.e., "high" work ethic) were those over 35 years of age, Orientals, those having a Catholic upbringing, those with over three years of full-time work experience, those majoring in business or public administration, those with grade point averages of 2.5 or below, and those attending schools in the South. In contrast, those most preferring additional time off (i.e., "low" work ethic) are those under 22 years of age, Caucasians, those with a Jewish upbringing, those having three or fewer years of full-time work experience, those majoring in the humanities, those with grade point averages above 2.5, and those attending school in the East.

TABLE D-4

Preference for Taking Additional Rewards in the Form of a Reduced Work Load

(Note: Percent ranking this last or next to last.)

Demographic Variable	High Work Ethic Subgroup	(%)	Low Work Ethic Subgroup	(%)
Overall (76%)				
1. Sex	Male	(79%)	Female	(75%)
2. Age	Over 35	(83%)	22-35	(76%)
* 3. Race	Oriental	(83%)	Black	(70%)
4. Religion	Catholic	(82%)	None	(73%)
5. Marital Status	Unmarried	(77%)	Married	(75%)
6. Family Income	Over $75,000	(85%)	Under $25,000	(73%)
7. Full-Time Work Experience	Over 3 Years	(80%)	None	(73%)
* 8. Part-Time Work Experience	Over 3 Years	(79%)	None	(67%)
9. Parents' Work History	One Parent Worked	(77%)	Both Worked Some	(76%)
10. Childhood Environment	Small Town	(79%)	Urban	(75%)
*11. Nationality	American	(77%)	Foreign	(55%)
*12. Academic Major	Business/Public Admin.	(83%)	Preprofessional	(70%)
13. Grade Point Average	*(No Difference Between Subgroups)*			
14. Academic Expenses Paid By:				
a) Self	More than 50%	(80%)	50% or Less	(75%)
b) Family	More than 50%	(77%)	50% or Less	(76%)
c) Other	50% or Less	(77%)	More than 50%	(72%)
15. Academic Institution Attended:				
a) Size	Large	(78%)	Small/Medium	(75%)
b) Competitiveness	Above Average	(81%)	Average	(75%)
c) Local Environment	Suburban	(77%)	Rural	(74%)
d) Region	East	(80%)	South	(73%)
e) Affiliation	Private	(81%)	Church	(73%)

*Difference of at least 10 percent between "High" and "Low" Work Ethic Subgroups.

TABLE D-5

Preference for Taking Additional Rewards in the Form of More Time Off

(Note: Percent ranking this last or next to last.)

Demographic Variable	High Work Ethic Subgroup	(%)	Low Work Ethic Subgroup	(%)
Overall (42%)				
1. Sex	Male	(46%)	Female	(39%)
* 2. Age	Over 35	(54%)	Under 22	(37%)
* 3. Race	Oriental	(57%)	Caucasian	(41%)
* 4. Religion	Catholic	(45%)	Jewish	(28%)
5. Marital Status	Unmarried	(42%)	Married	(41%)
6. Family Income	Under $25,000	(44%)	$25,000-$75,000	(40%)
7. Full-Time Work Experience	Over 3 Years	(49%)	None/1-3 Years	(39%)
8. Part-Time Work Experience	Over 3 Years	(43%)	None	(36%)
9. Parents' Work History	Both Worked Some	(44%)	Both Worked Some	(38%)
10. Childhood Environment	Small Town	(44%)	(All Others)	(41%)
11. Nationality	Foreign	(45%)	American	(42%)
*12. Academic Major	Business/Public Admin.	(50%)	Humanities	(31%)
*13. Grade Point Average	2.5 or Below	(55%)	Above 2.5	(40%)
14. Academic Expenses Paid By:				
a) Self	More than 50%	(45%)	50% or Less	(41%)
b) Family	50% or Less	(42%)	More than 50%	(40%)
c) Other	50% or Less	(42%)	More than 50%	(41%)
15. Academic Institution Attended:				
a) Size	Small	(43%)	Medium	(41%)
b) Competitiveness	Below Average	(46%)	Average	(39%)
c) Local Environment	Urban/Rural	(42%)	Suburban	(41%)
d) Region	South	(47%)	East	(37%)
e) Affiliation	Public	(43%)	Private	(34%)

*Difference of at least 10 percent between "High" and "Low" Work Ethic Subgroups.

Preferred Basis for Raises

Question: On which of the following would you most prefer your raises to be based?

Assumption: *A person with a strong work ethic will prefer to have raises based on their individual performance.

Overall Results: (N = 1,878)	(1) Seniority	2.3%
	(2) Cost of living	12.7%
	*(3) Individual performance	79.3%
	(4) Group performance	1.4%
	(5) Makes no difference	4.3%

We considered a person who preferred to be compensated on the basis of their performance as exhibiting a strong work ethic. Nearly four-fifths of the respondents fell into that category. Table D-6 summarizes the results by demographics. Those with a stronger work ethic are under 22 years of age, Oriental, those from families with a gross annual income over $75,000, those with over three years of part-time work experience, those raised in a small town or suburban environment, and those majoring in business or public administration. The lowest work ethic subgroups were those over 35 years of age, blacks, those from families with gross annual incomes under $25,000, those with no part-time work experience, those raised in a rural environment, and those majoring in social or behavioral science.

(see page 52 for Table D-6)

TABLE D-6

Preference for Raises to be Based on Individual Performance

Demographic Variable	High Work Ethic Subgroup	(%)	Low Work Ethic Subgroup	(%)
Overall (79%)				
1. Sex	Male	(82%)	Female	(77%)
* 2. Age	Under 22	(80%)	Over 35	(69%)
* 3. Race	Oriental	(82%)	Black	(59%)
4. Religion	Other (e.g., Hindu)	(82%)	None	(78%)
5. Marital Status	Married	(83%)	Unmarried	(79%)
* 6. Family Income	Over $75,000	(87%)	Under $25,000	(76%)
7. Full-Time Work Experience	Over 3 Years	(82%)	None	(76%)
* 8. Part-Time Work Experience	Over 3 Years	(81%)	None	(69%)
9. Parents' Work History	One Parent Worked	(81%)	Both Worked Some	(74%)
*10. Childhood Environment	Small Town/Suburban	(81%)	Rural	(70%)
11. Nationality	*(No Difference Between the Subgroups)*			
*12. Academic Major	Business/Public Admin.	(87%)	Social/Behav. Sciences	(75%)
13. Grade Point Average	2.5 or Below	(81%)	Above 2.5	(79%)
14. Academic Expenses Paid By:				
a) Self	More than 50%	(82%)	50% or Less	(79%)
b) Family	50% or Less	(80%)	50% or Less	(79%)
c) Other	50% or Less	(80%)	More than 50%	(75%)
15. Academic Institution Attended:				
a) Size	Large	(82%)	Small/Medium	(77%)
b) Competitiveness	Average/Above Average	(81%)	Below Average	(74%)
c) Local Environment	Suburban	(81%)	Rural	(72%)
d) Region	Midwest	(82%)	South	(76%)
e) Affiliation	Public	(80%)	Private	(77%)

*Difference of at least 10 percent between "High" and "Low" Work Ethic Subgroups.

Perceived Importance of Job Performance to Career Success

Question: Rank the following factors in terms of which are most likely to assure success in your career.

Assumption: *A person with a strong work ethic will consider job performance to be primarily responsible for career success.

Overall Results:

(1) Formal education	55%
(2) Work experience	53%
(3) Ability to work with people	68%
(4) Willingness to take risks	10%
(5) Training and technical knowledge	37%
(6) Organizational commitment	13%
*(7) Job performance	59%
(8) Ability to play office politics	6%
(9) Other	34%

Note: Answers will not total to 100 percent due to multiple answers.

We considered respondents to have a "high" work ethic if they ranked "job performance" as one of their top three answers. The percentages above indicate those ranking each item in the top three. Similar figures are presented in Table D.7 for "job performance." Those with a "high" work ethic (according to this question) are Orientals, those raised in diverse environments, foreign students, and business and public administration majors, In contrast, blacks, those raised in a rural environment, American students, and those majoring in either social or behavioral science or the preprofessionals appear to have a lower work ethic. These results are generally supportive of Cherrington's finding that the "character ethic" is widespread; the character ethic suggests that the way to success, wealth, and a righteous life is through hard work.

(see page 54 for Table D-7)

TABLE D-7

Belief That Job Performance Is a Major Factor in Assuring Success in One's Career

(Note: Percent ranking job performance in top three.)

Demographic Variable	High Work Ethic Subgroup	(%)	Low Work Ethic Subgroup	(%)
Overall (59%)				
1. Sex	Male	(64%)	Female	(56%)
2. Age	Under 22	(61%)	Over 35	(55%)
* 3. Race	Oriental	(70%)	Black	(49%)
4. Religion	None	(63%)	Catholic	(57%)
5. Marital Status	Married	(62%)	Unmarried	(59%)
6. Family Income	$25,000-/$75,000	(62%)	Under $25,000/Over $75,000	(56%)
7. Full-Time Work Experience	Over 3 Years	(62%)	1-3 Years	(58%)
8. Part-Time Work Experience	None	(65%)	1-3 Years	(56%)
9. Parents' Work History	Both Worked Some	(62%)	Both Worked Some	(56%)
*10. Childhood Environment	Multiple Responses	(62%)	Rural	(52%)
*11. Nationality	Foreign	(72%)	American	(59%)
*12. Academic Major	Business/Public Admin.	(69%)	Social/Behav. Sciences	(54%)
13. Grade Point Average	2.5 or Below	(61%)	Above 2.5	(60%)
14. Academic Expenses Paid By:				
a) Self	More than 50%	(63%)	50% or Less	(58%)
b) Family	More than 50%	(62%)	50% or Less	(58%)
c) Other	50% or Less	(60%)	More than 50%	(58%)
15. Academic Institution Attended:				
a) Size	Medium	(61%)	Small	(56%)
b) Competitiveness	Above Average	(62%)	Below Average	(57%)
c) Local Environment	Suburban	(60%)	Rural	(58%)
d) Region	East	(63%)	South	(56%)
e) Affiliation	Private	(63%)	Public/Church	(59%)

*Difference of at least 10 percent between "High" and "Low" Work Ethic Subgroups.

Summary

Our general conclusions can be summarized as follows:

- According to our definitions, there appears to be an overall strong work ethic among recent college graduates.
- The work ethic appears to be fairly consistent across various subgroups of students; there are few substantial between-group differences.
- There appear to be different aspects or dimensions of what has been referred to as the work ethic.
- There are some subgroups which rather consistently display a higher (or lower) work ethic although it is not a profound difference.

Overall, we found that more than 86 percent of the students were willing to work more than 40 hours per week. Over 90 percent are willing to be away from home overnight if their job requires it; nearly 35 percent are willing to be away from home six or more nights per month. Less than 20 percent of the graduates intend to take some time off before they begin a job. When asked to rank the form which they would prefer additional rewards to take, less than six percent of the students ranked a "reduced work load" as one of their top two preferences; less than 24 percent had "more time off" in the top two. Nearly 80 percent of the students prefer to be compensated on the basis of how well they do their jobs. Approximately 60 percent of the students felt that "job performance" was one of the three most important factors determining career success. By these measures, it is fair to conclude that the "work ethic" is alive and well and living in our recent college graduates.

Secondly, as you look at Tables D-1 through D-7, it is obvious that there are few really significant percentage differences between even the most extreme subgroups. The rule is similarity not diversity. Even differences of only 10 percent are relatively rare.

Third, the questions we asked appear to tap different dimensions of the so-called "work ethic" if our assumptions are correct. As a result, one type of respondent would demonstrate a relatively high work ethic on some questions and low work ethic on others. Some examples will suffice. There appears to be a difference between being willing to work hard and desiring more free time; they are not opposite ends of the same continuum. For example, younger workers exhibit a stronger work ethic than older workers in terms of willingness to work longer hours and to be away from home; they exhibit a lower work ethic in terms of desiring more time off. Similarly, younger workers put greater faith in their performance. Older workers appear more skeptical of performance. Unmarried workers generally exhibit a stronger work ethic, but value personal time and de-emphasize performance relative to married workers. Similarly, students from wealthy families generally have a stronger work ethic, but also place a higher value on personal time. This finding is in need of further analysis but it seems important to realize that we are not dealing with a unitary phenomenon in the work ethic.

Finally, in spite of relative similarities among subgroups, there are *some* consistent (albeit weak) patterns regarding the work ethic. With our measures, males consistently demonstrated a stronger work ethic than did females. Similarly, business and public administration majors consistently had a stronger work ethic than did other majors. Surprisingly, those with low grades profess a stronger work ethic than those with higher grades. Not surprisingly, those with work experience demonstrate a stronger work ethic than those with little or no experience. Finally, those students who are paying the majority of their academic expenses themselves seem to have a consistently stronger work ethic.

Those describing themselves as black or Negro have a consistently lower work ethic as do those who claim no definite religious upbringing. Those respondents who grew up in urban or rural environments had consistently lower work ethics than those exposed to several environments or those raised in small town environments. Foreign students usually demonstrated a lower work ethic than did American students. Students that had the majority of their academic expenses paid by someone other than themselves or their families had a consistently lower work ethic. Students in the South and West had a somewhat lower work ethic as did those from smaller schools.

None of these patterns should disguise the fact that the overall work ethic is apparently quite high and the between-group differences generally small. Likewise, it is important to remember that "work ethic" is a very normative term which is not necessarily good or bad aside from the personal values and biases from which we view it. It may be as Yankelovich contends that, "College educated people...believe that if they are willing to work hard by the old rules they can win the traditional rewards — the car, the TV set, the house in the suburbs, respectability. What they question is not whether the old rules work, but whether they are worth the bother."

CHAPTER

5

PERFORMANCE APPRAISAL AND COMPENSATION

Overall Results

WE ASKED four questions which dealt with attitudes and preferences regarding performance appraisal and compensation. First, we asked "How often would you prefer to have a formal performance appraisal?" The results are presented in the following table:

TABLE E-1

Preferred Frequency of Performance Appraisals

Category	Number	Percent	Rank
Once a Month	157	8%	4
Once a Quarter	640	33%	2
Twice a Year	721	38%	1
Once a Year	259	14%	3
Indifferent	143	7%	5
Totals:	1,920	100%	

Thus, nearly four-fifths of the respondents definitely preferred performance appraisal and feedback *more* than once a year. Only about 20 percent would be satisfied with (or indifferent to) the annual performance appraisal.

Second, we asked respondents what they preferred to have their raises based on. The overall preferences are recorded in the following table:

TABLE E-2

Preferred Bases for Additional Compensation

Criteria	Number	Percent	Rank
Seniority	43	2%	4
Cost-of-Living	239	13%	2
Your Performance	1,490	79%	1
Your Group's Performance	27	1%	5
Makes No Difference	79	4%	3
Totals:	1,878	99%	

The low preference for seniority in a group of soon-to-be graduates is not surprising. That there was an even lower preference for "group performance" emphasizes the individual focus of this group of future college educated employees. We could not help but wonder what the results would look like if the same question were asked of a group of Japanese students. The fact that nearly 80 percent prefer that their raises be based on their individual performance reflects the confidence of this group as well. The second-place ranking for "cost-of-living" is perhaps reflective of the difficult economic conditions at the time these responses were made.

Third, we asked students to *rank* the form in which they preferred to receive additional rewards, assuming that an acceptable salary was already being received. The results are summarized below:

TABLE E-3

Preferred Form of Additional Rewards

(Figures are Percentages of Total Respondents.)

Form	Aggregate Rank	Percent Ranking This in Top Three
1. Reduced Workload	6	13%
2. More Time Off	5	39%
3. Additional Salary	1	76%
4. Additional Fringes	4	55%
5. Freedom to Structure One's Own Schedule	2	67%
6. Profit Sharing	3	56%

These results certainly do not indicate a lazy group of college graduates. Of the six forms of additional rewards we included, the least preferred were "a reduced workload" and "more time off." The number one ranking for "additional salary" is somewhat surprising given the assumption that they were already receiving an acceptable salary *and* because of the lower ranking given to money in a 20-item list of preferred job attributes (see that section). The nearly equally high preference for "freedom to structure one's own work schedule" is consistent with the preference for greater autonomy and control of one's own life which we see throughout the study. Nevertheless, the table also reflects the extent to which measures of central tendency can also mask a fair amount of diversity in the overall preferences. The *least* diversity was associated with the preferences for "a reduced workload"; the *most* diversity of preferences was associated with "profit sharing."

Fourth, we asked the respondents to rank order nine different fringe benefits. We attempted to exclude fringe benefits which have become commonplace and to include some which are becoming increasingly popular. The following table provides the overall rankings based on aggregating the individual rankings. It also specifies the percentage of respondents which ranked each fringe benefit in the top three:

TABLE E-4

Preferences for Various Fringe Benefits

(Figures Are Percentages of Total Respondents.)

Fringe Benefit	Aggregate Rank	Percent Ranking This in Top Three
1. Dental Insurance	2	58%
2. Tuition Reimbursement	4	41%
3. Organization-Provided Day-Care Facilities	8	12%
4. Company Car	6	20%
5. Subsidized Meals at Organization's Cafeteria	9	6%
6. Four Weeks Paid Vacation	3	56%
7. On-site Physical Fitness Facilities	7	17%
8. Subsidized Housing	5	23%
9. Retirement Plan	1	72%

One of the most surprising findings to us was the fact that this group of respondents who were just about to graduate from college expressed an overwhelming preference for a "retirement plan" as the most desired fringe benefit. It is possible that this response is the result of seeing firsthand what the current economic recession and high inflation rates have done to family savings and retirement plans for their parents.

The high preference for more free time is consistent with other findings in our study. The preference seems to be for blocks of time rather than shorter work days. There also seems to be a willingness to work hard and long hours coupled with this desire for blocks of free time. (See the discussion in the section on "work ethic" attitudes.)

The fact that "subsidized housing" was so highly ranked may also reflect the high interest rates and recent inflation in housing prices and how that situation is perceived by those who in many cases will be preparing to purchase their first house. Nevertheless, there is still significant diversity regarding the preferences for any particular fringe benefit. The *least* diversity of rankings involved "subsidized meals" and the most diverse preferences involved "subsidized housing."

Significant Subgroup Results

We are reporting here only the most significant subgroup differences. "Significance" is set at the .01 level according to the volume of chi square.

Preferred Frequency of Performance Appraisals

Regarding the preferred frequency of performance appraisals there were some significant differences by academic major. Business and public administration majors preferred more frequent appraisals than other majors. Similarly, they were the least indifferent to the frequency of evaluations. The following table indicates the percentage of each group who preferred to be evaluated *at least four times* per year.

TABLE E-5

Percent Preferring at Least Four Appraisals Per Year

Public	Percent
1. Business/Public Administration	51%
2. Social/Behavioral Science	40%
3. Math/Physical Science	35%
4. Fine Arts	40%
5. Humanities	39%
6. Preprofessional	36%
7. Other Applied Majors	41%

Females also preferred more frequent evaluations than males. While the results were significant at the .0001 level according to the chi square value, they were not dramatic.

Likewise, there were significant differences according to age groups. Younger respondents preferred more frequent evaluations of their performance. The results are presented in Table E-6.

TABLE E-6

Percent Preferring at Least Four Appraisals Per Year

Age Group	Percent
Under 22	47%
22 to 35	40%
Over 35	16%

In like manner, those with more full-time work experience preferred to have performance appraisals less often. The results are presented in Table E-7.

TABLE E-7

Percent Preferring at Least Four Appraisals Per Year

Full-Time Work Experience	Percent
1. None	47%
2. One to Three Years	44%
3. Over Three Years	31%

Feedback would appear to become less important as one gets older and gains experience and is therefore more knowledgeable about his or her abilities and performance and how they are perceived by others.

Finally, students who were attending schools of average competitiveness preferred more frequent appraisals. Those attending schools of above average *or* below average competitiveness required less frequent feedback.

Preferred Basis for Raises

Regarding the preferred basis for raises in compensation, there were significant differences between various academic majors and between sexes. The results are presented in Table E-8.

TABLE E-8

Preferred Basis for Raises

	Criteria				
Major	**Seniority**	**Cost-Of-Living**	**Individ. Perform.**	**Group Perform.**	**Indiff.**
Business/Public Admin.	1.3%	6.9%	87.3%	1.8%	2.6%
Social/Behavioral Science	3.3%	17.6%	74.6%	0.4%	4.0%
Math—Physical Science	2.6%	11.5%	78.6%	1.0%	6.3%
Fine Arts	1.3%	16.9%	75.3%	2.6%	3.9%
Humanities	3.5%	9.7%	81.3%	1.4%	3.5%
Preprofessional	3.0%	12.4%	79.8%	1.3%	3.4%
Other Applied Majors	1.9%	16.0%	74.7%	1.7%	5.8%
Sex					
Male	2.7%	8.1%	82.2%	2.1%	4.8%
Female	2.1%	16.1%	77.0%	0.9%	3.9%

Those most preferring to rely on their individual performance for raises were those majoring in business and public administration followed by humanities majors. Similarly, males had a stronger preference for individual performance as the criterion than did females.

In contrast, business and public administration majors had the lowest preference for cost-of-living raises while social and behavioral science majors had the highest preference for such raises. Likewise, females were twice as likely as males to prefer cost-of-living increases. Math and physical science majors were most indifferent to the basis for their raises.

Preferences also varied significantly according to three institutional characteristics, i.e., competitiveness, size, and location. These results are presented in the Table E-9.

TABLE E-9

Preferred Basis for Raises in Compensation

	Criteria				
	Seniority	**Cost-Of Living**	**Individ. Perform.**	**Group Perform.**	**Indiff.**
Competitiveness					
Below Average	2.9%	16.5%	74.4%	1.1%	5.0%
Average	1.8%	12.4%	80.8%	0.8%	4.1%
Above Average	3.0%	9.0%	80.7%	3.5%	3.5%

Continued

TABLE E-9 *Continued from page 62*

Preferred Basis for Raises

	Criteria				
	Seniority	**Cost-Of-Living**	**Individ. Perform.**	**Group Perform.**	**Indiff.**
Size					
Small	2.9%	15.9%	76.8%	0.3%	3.8%
Medium	1.7%	13.2%	76.7%	2.2%	6.3%
Large	2.5%	11.3%	82.0%	1.3%	2.8%
Location					
Urban	2.7%	13.4%	74.9%	2.7%	6.3%
Suburban	2.3%	12.1%	81.3%	1.2%	3.0%
Rural	0.7%	16.7%	71.5%	0.7%	10.7%

While significant, due to the large number of responses, the results do not appear to be dramatically different within the above subgroups. There is a *lesser* preference for basing raises on individual performance by those attending schools which are below average in competitiveness, not large, and located in rural areas. Students at such schools also have a higher preference for basing raises on cost-of-living considerations. The greater indifference is reflected by those attending medium size schools, those attending schools located in rural areas, and those attending schools below average in the competitiveness of admission.

Preferred Form for Taking Additional Rewards

There were a few significant differences between subgroups concerning the preferred form for taking additional rewards. The most significant differences were found between academic majors.

Table E-10 summarizes those preferences. There is unanimous agreement across majors that a "reduced workload" is the least desirable form in which to receive additional rewards. As for "more time off," humanities majors appear to rank that more highly. "Additional salary" is ranked either first or second by all majors. Humanities majors rank "additional fringe benefits" lower than other majors. Business and public administration majors rank "profit sharing" *higher* and "freedom to structure one's own schedule" *lower* than other majors. "Profit-sharing" is least preferred by preprofessional majors.

TABLE E-10

Rankings for Preferred Form of Additional Rewards

	Major						
Preferred Form Of Additional Rewards	Bus./Pub. Admin.	Soc./Beh. Science	Math/Phys. Science	Fine Arts	Human-ities	Pre-profes.	Other Applied
Reduced Work-load	6	6	6	6	6	6	6
More Time Off	5	5	5	5	3	4	5
Additional Salary	1	2	2	1	2	1	1
Additional Fringes	4	4	4	3	5	3	3
Freedom To Structure Own Work Schedule	3	1	1	2	1	2	2
Profit Sharing	2	3	3	4	4	5	4

A "reduced workload" was least valued by Catholics and Jews and most preferred by those claiming no particular religious upbringing. Similarly, those with *no* part-time work experience valued a "reduced workload" much more than those with three or more years. Regarding "more time off," those students with higher grades (above 2.5 G.P.A.) had a greater performance for taking additional rewards in this form. "Additional salary" was more preferred by younger respondents than those over 35 years of age. Also, those with no part-time work experience had a higher preference for additional salary. As for "additional fringe benefits," those students attending small, Southern schools had a higher preference. In contrast, those students attending schools of above average competitiveness (particularly in the East) had a higher preference for increased autonomy in terms of structuring their own work schedules. Finally, males and those with some full-time or part-time work experience had a higher preference for "profit-sharing" than did their counterparts.

Preferred Fringe Benefits

On the ranking of fringe benefits, the most significant difference in rankings for any particular demographic variable involved the differences between males and females. Table E-11 reflects the percentage of men and women ranking each fringe benefit in their top three choices:

Men have a much greater preference for "subsidized housing" and a "company car" while females have a much greater preference for "day-care facilities" and "tuition reimbursement." More surprising is the nearly equal preference for "on-site physical fitness facilities" and for a "retirement plan."

TABLE E-11

Percent Ranking Each Fringe Benefit in the Top Three

Fringe Benefits	Male	Female
1. Dental Insurance	54%	60%
2. Tuition Reimbursement	35%	44%
3. Organization-Provided Day-Care Facilities	5%	18%
4. Company Car	25%	15%
5. Subsidized Meals at Organization's Cafeteria	7%	5%
6. Four Weeks Paid Vacation	59%	55%
7. On-Site Physical Fitness Facilities	18%	17%
8. Subsidized Housing	30%	17%
9. Retirement Plan	73%	72%

As for "dental insurance," respondents in the middle age group (i.e., 22-35) expressed a higher preference; 61 percent ranked it in the top three compared with 47 percent of those over 35. Those attending private institutions had a significantly lower preference for dental insurance, as did those attending Eastern schools.

Older respondents had a lower preference for "tuition reimbursement" than did younger respondents. The importance of "tuition reimbursement" also varied significantly by several institutional characteristics. It was *more* valued by those attending schools of above average competitiveness, church affiliated, small in size, and located in the Eastern region. Tuition reimbursement was less valued by those attending schools of average competitiveness, public supported, large in size, and located outside of the East.

Regarding "organization-provided day-care facilities," there was (as expected) a greater preference on the part of married respondents and also by those who had more than half of their academic expenses paid by sources other than themselves or their families. A "company car," on the other hand, was more sought after by business and public administration majors and those attending larger universities.

There were no significant differences regarding "subsidized meals." As for "four weeks paid vacation," those from above average schools (in terms of competitiveness) placed a significantly higher value on it as a fringe benefit with 63 percent ranking it in the top three. There were also no significant differences regarding the preference for "on-site physical fitness facilities."

"Subsidized housing" was significantly more valued by those claiming "other" as their religious upbringing (mostly Mormons). Finally, a "retirement plan" was more valued by those attending schools of below average competitiveness and those attending Southern schools.

CHAPTER

6

TRADEOFFS

Background

BY "TRADEOFFS" we mean the priorities one attaches to various aspects of their life *vis-a-vis* their job. In other words, where does one's job and work life fit with other demands on one's time and energy. When push comes to shove and there are conflicting demands for one's time, when does one opt for satisfying the job demands, and when not.

As Grieff and Munter[7] state in their book *Tradeoffs*, "the key word... is still accountability." To whom are they accountable? To themselves? To their families? To their organizations? To the stockholders? To the community? To all of them? They also note that "tradeoffs change with age, title and position, health, time, reality pressures, relationships and lifestyles and emotional states." If this is true, we are likely to see some changes over time in the longitudinal follow-up studies. For now, at the time of this study, we were interested in documenting how students viewed these tradeoffs just before graduating and entering the job market.

Overall Results

The respondents were asked to indicate the degree to which each of the following considerations would be more or less important than their job in day-to-day situations where they might come into conflict. The tradeoffs were:

- Religion
- Ethical Standards
- Personal Happiness
- Vacation Time
- Family
- Community
- Free Time
- Health

For each of the above the responses were:

Never more important than my job

Seldom more important than my job
Of equal importance with my job
Often more important than my job
Always more important than my job

The overall results are provided in Table F-1.

TABLE F-1

Tradeoffs between Job and Other Demands

	Never More Import. Than Job	Seldom More Import. Than Job	Equally Import. With Job	Often More Import. Than Job	Always More Import. Than Job
My religion is:	26%	26%	15%	13%	20%
My family is:	1%	2%	13%	32%	52%
My ethical standards are:	1%	4%	20%	34%	41%
My contribution to the community is:	4	34%	49%	10%	3%
My personal happiness is:	0%	2%	21%	35%	42%
My free time is:	2%	19%	55%	20%	4%
My vacation time is:	4%	31%	47%	14%	4%
My health is:	0%	2%	12%	25%	61%

Note: The percentages refer to the proportion of the total respondents indicating the relative importance of each factor on the left to their job.

If one looks at the combined percentage of respondents who indicate that a particular factor is "often" or "always" more important than their job, then the various "tradeoffs" could be prioritized as follows:

Health	(86%)
Family	(84%)
Happiness	(77%)
Ethical Standards	(75%)
Religion	(33%)
Free Time	(24%)
Vacation Time	(18%)
Community	(13%)

On average, these respondents would be *relatively* unwilling to sacrifice health, family, happiness, or ethical standards for the demands of the job. They would be more likely to sacrifice religion, free time, vacation time, or community if and when they come into conflict with the demands of the job.

Tradeoffs

We also asked a question intended to determine the tradeoffs between direct compensation and a request to relocate. We asked, "If your employer requests that you move to an out-of-state location and you perceive no advantage or disadvantage to the move, except an increase in salary, what is the *minimum* increase you would require to accept the move?" The overall results are summarized in Table F-2.

TABLE F-2

Minimum Salary Increase Required to Move

Increase	Percent
0% to 10%	7%
11% to 25%	52%
26% to 50%	30%
Over 50%	6%
Would Not Move	5%

Over 80 percent expected that they would require an increase of between 10 percent and 50 percent to make a requested move with no other perceived benefits.

Finally, we asked two questions intended to tap the perceived tradeoffs for dual-career families and how those would be resolved. The first question asked, "Do you think both husband and wife should pursue full-time careers while raising a family?" The overall results appear in Table F-3.

TABLE F-3

Dual Careers Versus Raising a Family

Response	Percent
1. Both husband and wife should pursue full-time careers if they wish.	65.2%
2. The wife should stay home and care for the children	13.8%
3. The husband should stay home and care the children.	0.1%
4. Both husband and wife should work part-time and care for the children.	3.3%
5. Other responses.	17.5%

While there does appear to be support for the dual-career family (nearly two-thirds supported a full-time career for both husband and wife even while raising children), there is still a trace of traditional role stereotyping if one compares responses 2 and 3. The majority of the responses in the "other" category suggested that one of the parents (usually the wife) give up their career while the children were quite young (preschool).

Finally, we asked a question intended to determine who will give when dual careers come into conflict with each other. We asked, "Assume you and your spouse have comparable jobs which are important to each of you, and your spouse has the opportunity for a promotion which is highly desirable and would require a substantial move. What would you do, assuming finances are not an issue?" The responses appear in Table F-4.

TABLE F-4

Response to Spouse's New Job Opportunity

Response	Percent
1. Would agree to quit your job and move with your spouse.	37.2%
2. Would encourage your spouse to move alone and accept the new job, but keep your job for the time being until you can line up a new job in the new location.	52.0%
3. Would encourage your spouse to accept the new job, and you keep your job, seeing each other on the weekends.	2.2%
4. Would try to persuade your spouse to turn down the new job offer.	8.5%

Nearly 90 percent of the respondents indicated that they would move (either immediately or as soon as a new job was found) so as to support their spouse's new job opportunity. There was little support for the "weekend commuter marriage."

Significant Subgroup Results

Tradeoffs with Job Demands

Table F-5 reports only those findings which were significant at the .01 level or better for any of the demographic variables. These significant differences in responses are discussed below.

The Importance of Religion: Of all the factors there were more significant differences involving "religion." The importance of religion *vis-a-vis* the job was *greater* for preprofessional and applied majors and least important for social/behavioral science and fine arts majors. Likewise, religion was of *greater* importance for those students whose parents were paying for less than 50 percent of their academic expenses. Religion was significantly *less* important for Orientals, those attending Eastern schools, and those attending more competitive schools. Compared to the job, religion tended to be *more* important for Protestants and those claiming no religious upbringing. Religion was relatively *more* important for those from poorer families, those raised in rural environments, those attending school in the South, those attending small schools, and those attending church-affiliated schools.

TABLE F-5

Tradeoffs With Job

(Figures Are Percentage of Demographic Subgroup Listed on Left That Said Factor in Each Column was Often or Always More Important Than the Job.)

Demographic Group	Relig.	Family	Ethical Stand.	Comm. Contrib.	Pers. Happ.	Free Time	Vac. Time	Health
Academic Major:								
1. Bus. & Pub. Adm.	33			7				
2. Soc. & Beh. Sci.	26			15				
3. Math & Phy. Sci.	31			17				
4. Fine Arts	28			10				
5. Humanities	33			19				
6. Preprofessional	41			14				
Grade Pt. Average:								
≤ 2.5			62				16	
≥ 2.5			77				18	
Nationality:								
Foreign				30				
American				12				
Academic Expenses:								
≤ 50%, Self				13				
> 50%, Self				11				
≤ 50%, Family	35	83						
> 50%, Family	30	86						
≤ 50%, Other								
> 50%, Other								
Sex:								
Male		86						
Female		83						
Age:								
< 22					79			84
22-35					76			87
> 35					55			63
Race:								
Caucasian	35							86
Black	32							82
Oriental	13							91

Continued

TABLE F-5 *Continued from page 71*

Tradeoffs With Job

Demographic Group	Relig.	Family	Ethical Stand.	Comm. Contrib.	Pers. Happ.	Free Time	Vac. Time	Health
Religion:								
Protestant	40	86				22		
Catholic	28	83				27		
Jewish	14	90				26		
Other	40	86				24		
None	6	76				37		
Family Income:								
< $25,000	40							
$25-$75,000	31							
>$75,000	25							
Marital Status:								
Married		88				23		81
Unmarried		83				25		86
Full-Time Work Experience:								
None		87					15	
1-3 Years		85					17	
> 3 Years		79					21	
Part-Time Work Experience:								
None								
1-3 Years								
> 3 Years								
When Growing Up:								
Both Parents Worked								
One Parent Worked								
Both Parents Worked Some								
Early Environ.:								
Rural	44							
Small Town	34							
Suburban	30							
Urban	34							
School Location:								
West	32				79			
Midwest	40				76			
Mideast	34				76			
East	22				77			
South	43				65			
Competitiveness Of School:								
Below Average	35							
Average	37							
Above Average	20							
School Affiliation:								
Public	28							

Continued

TABLE F-5 *Continued from page 72*

Tradeoffs With Job

Demographic Group	Relig.	Family	Ethical Stand.	Comm. Contrib.	Pers. Happ.	Free Time	Vac. Time	Health
Private	22							
Church	45							
School Size:								
Small	40			15	72			84
Medium	33			13	73			83
Large	32			11	80			88
School Environment:								
Urban								80
Suburban								87
Rural								84

**Note: Percentages are only shown for those demographic variables where there was a significant chi square value at the .01 level for the subgroups. Figures for any subgroup may total to more than 100 percent due to multiple answers. Since some categories have been aggregated in this table, the figures may mask more dramatic differences between the subgroups.*

The Importance of Family: Relative to job demands, "family" considerations were significantly more important for those whose parents paid *less* than half of their academic expenses (interestingly). "Family" was also *more* important for males, married students, and those with less full-time work experience. Family considerations were significantly *less* for those claiming no particular religious upbringing.

The Importance of Ethical Standards: The only significant difference involving the importance of ethical standards relative to the job involved academic grade point average. It is somewhat reassuring that those students with G.P.A.'s over 2.5 placed greater importance on "ethical standards" and their professed unwillingness to compromise them for the job.

The Importance of Contributing to the Community: The importance of "community" varied significantly by academic major. Humanities majors were nearly three times *more* likely than business or public administration majors to suggest that contribution to the community was more important than job considerations. Nevertheless, "community" did not appear to be a highly valued factor by any of the groups. It was more valued by foreign students, those paying for the majority of their academic expenses themselves, and those attending smaller schools.

The Importance of Personal Happiness: There were few significant differences among demographic subgroups in evaluating the tradeoffs between personal happiness and demands of the job. Nevertheless, personal happiness was significantly *less* valued by older students and those attending school in the South; it was more valued by those attending large institutions.

The Importance of Free Time: Unmarried respondents gave slightly greater importance to "free time" *vis-a-vis* job demands than did married students. Similarly, those professing to have no particular religious upbringing also placed greater importance on free time.

Importance of Vacation Time: Students with higher G.P.A.'s seemed to be more polarized regarding the importance of "vacation time." Relative to the job, a greater proportion saw vacation time as both more important and less important than did students with lower grades. Also, students with more work experience placed higher value on "vacation time."

Importance of Health: There were several significant differences in the tradeoff value attached to personal health by subgroups. Surprisingly, older respondents placed less importance on health relative to job demands. In contrast, Orientals and unmarried students put greater value on health than did their counterparts. Finally, students attending larger institutions and those attending suburban schools appeared to value health considerations more highly when they come in conflict with job demands.

Increased Compensation Required to Move

Regarding the increase in compensation required to accept a requested move to an out-of-state location, there were some significant differences between subgroups. The results for sex, age, and marital status are presented in Table F-6.

TABLE F-6

Minimum Salary Increase Required to Move

	Sex		Age			Marital Status	
Increase Required	**Male**	**Female**	**Under 22**	**23-35**	**Over 35**	**Married**	**Unmarried**
0% to 10%	10%	5%	9%	7%	2%	6%	8%
11% to 25%	55%	50%	54%	52%	34%	41%	54%
26% to 50%	25%	33%	29%	29%	40%	34%	28%
Over 50%	6%	6%	5%	6%	10%	10%	5%
Would Not Move	4%	6%	3%	6%	14%	9%	5%
Totals:	100%	100%	100%	100%	100%	100%	100%

It is clear that women, those over 35 years of age, and those who are married require a higher tradeoff in terms of compensation in order to move. Those over 35 are nearly five times more likely *not* to move than those under 22, regardless of the compensation increase. In similar fashion, those stating that their religious upbringing was "other" (mostly Mormons) required a substantially higher salary increase to move than did Jews or those claiming to have no particular religious upbringing. Also, those attending Mideastern schools required less compensation to move than did students at other locations.

Dual Careers and Child Rearing Responsibilities

Regarding the question as to whether both husband and wife should pursue full-time careers while raising a family, there was an expected difference between the responses of men and women. Over 18 percent of the men felt the wife should stay home; only 10 percent of the women felt the wife should give up a career to raise a family. No one suggested that the husband should be responsible for raising the children.

Preprofessional majors were less supportive of dual-career families and more expectant that the wife would stay home and raise the children. However, this major also had a high proportion of males. That was also true for those respondents checking "other" for religious upbringing (mostly Mormons). Married respondents, compared with unmarried respondents, were both more accepting of dual careers but also more traditional in being more likely to expect the wife to raise children. Those whose parents both worked while they were young were in turn more accepting of dual careers and less likely to expect the wife to be responsible for child rearing. However, none suggested that the husband should assume that responsibility. Those attending schools in the South appeared more supportive of dual careers.

Conflicts Between Dual Careers

Finally, on the question of what one would do if their spouse were offered an attractive promotion requiring a physical move, there was again an expected difference between the responses of men and women. The differences are quite significant and are presented in Table F-7.

TABLE F-7

Response to Promotion of Spouse Requiring a Move

Response	Male	Female
1. Would quit job and move with spouse.	25%	47%
2. Would encourage spouse to move alone and accept the new job, but would keep my job for the time being until a new job can be found in the new location.	56%	50%

Continued

TABLE F-7 *Continued from page 75*

Response to Promotion of Spouse Requiring a Move

Response	Male	Female
3. Would encourage spouse to accept the new job, but would keep my job, seeing each other on weekends.	3%	1%
4. Would try to persuade spouse to turn down the new job offer.	16%	2%

In terms of academic major, "other applied majors" were most likely to move with their spouse (48 percent); social and behavioral science majors were least likely to do so (29 percent). The results were just the opposite when it came to favoring a move once a job could be found in the new location—social and behavioral science majors (60 percent) and other applied majors (45 percent). Those most likely to encourage their spouse to reject the promotion were those majoring in business and public administration, math and physical science, and preprofessional studies.

In regard to religious upbringing, Jews (15 percent) and "other" (mostly Mormon) (17 percent) were most likely to ask their spouse to reject the promotion. Protestants and Catholics were the most likely to move with their spouse. Finally, those raised in an urban environment were somewhat less likely to move with their spouse and more likely to ask their spouse to reject the offer.

CHAPTER

7

VALUES REGARDING ORGANIZATIONAL PRACTICES

Theoretical Background

IT IS an increasingly popular notion that corporations have a public responsibility to behave as good citizens and to be ethical in their practices. The public by and large sees major institutions, such as business and government, as giving only lip service to this notion while continuing to engage in unethical or questionable practices. The leaders of these institutions in the future will largely come from today's college students. How do these students feel about certain corporate practices that can be construed as unethical? What kind of ethical conscience will these "New Lifestyle Professionals" bring to the workplace?

It is the purpose of this section to examine the attitudes of those who will make up the work force in the future by studying their responses to questions about practices that are generally considered to be controversial. The students' responses to these practices are recorded along a continuum ranging from "nothing wrong with this practice" to "I would not work there." The idea is to gauge whether the notion of a higher public consciousness about ethical standards, as suggested in both the popular press and academic writings, is reflected in the attitudes and options of graduating seniors across the country.

One question was directed specifically to the students' reactions to a series of practices that might occur in the workplace. The respondents were asked to choose from among the following possible responses according to which actions most closely correspond to the "most severe action" they would take if they confronted such practices.

a. I think there is nothing wrong with this practice.

b. I disapprove of this practice, but would not say or do anything.
c. I disapprove and would say so to my superior and/or the employee involved.
d. I disapprove and would do all *within* my organization to get the practice discontinued.
e. I disapprove and would do all I could *outside* my organization to get the practice discontinued (e.g., legal action).
f. I would not work with an individual or organization that engages in such practices.

The practices they were asked to respond to were as follows:

1. Selling a product which scientific evidence indicates is harmful to consumers.
2. Attempts by company executives to get government restrictions on competing foreign products.
3. A colleague's use of company time and/or resources for his or her outside business ventures.
4. Hiding expenses for one's spouse on an expense report.
5. Paying foreign government officials in order to do business in their country.
6. Paying women and/or minorities less than white males for comparable performance in comparable jobs.
7. Attempts by company officials to prevent unionization.
8. Use of lie detector tests to detect theft within the organization.
9. Requiring a lie detector test as a condition of employment.
10. Dating an immediate supervisor.

The list of potential responses, shown above, was laid out in order of relative severity with "a" being the least severe and "f" being the most severe. Each letter was assigned a numerical value (a = 1, f = 6). Frequencies were then obtained to measure the relative degree of severity the students placed on each practice listed. This procedure was followed for the overall sample as well as for each of 21 demographic subgroups. In addition to the frequency measurements, a mean value for each practice was determined and an overall ranking of the practices was obtained.

Overall Results

Table G-1 shows the ranking of each of the practices. The rank of 1 indicates that practice which the students state they would respond most severely toward and the rank of 10 being that of the least perceived severity.

TABLE G-1

Relative Severity of Several Organizational Practices

Rank	Action	Mean Score
1.	Selling a harmful product	4.69
2.	Paying women and/or minorities less	4.53
3.	Paying foreign officials to obtain business	3.40
4.	Requiring a lie detector test for employment	3.17
5.	Attempts to prevent unionization	3.06
6.	Hiding spouse's expenses	3.02
7.	Use of company time or resources for outside business	2.90
8.	Use of lie detector to detect theft	2.40
9.	Attempts to limit foreign competition	2.20
10.	Dating an immediate supervisor	1.63

The overall frequencies for each of the 10 practices are provided in Table G-2. It is interesting to note the strength of the commitment shown against the sale of harmful products. Even though the mean response is relatively close to the next highest ranking, the number of students indicating that they simply would not work for such a company is almost twice that of any other practice ranked. However, note that by adding up the last three columns, both the selling of harmful products and paying women and/or minorities less, rank as the most repugnant of the practices (81 percent and 79 percent respectively.)

The fact that attempts to prevent unionization ranks only fifth seems consistent with what observers say is the falling-out-of-grace that unions in general are experiencing. It is also interesting to observe the strength of the commitment against requiring lie detector tests for employment. It is one of only three practices that had over 20 percent of the students not willing to work in a company with such practices. Compare this with the question about unionization which elicited a refusal to work by only nine percent of the respondents.

Two other interesting points are the low ranking of government restrictions against foreign competition (ninth) and the relatively few number of people in any category who are willing to take external action. These points are expanded on a bit later, but the overall pattern suggests that this population would support protectionism, and even though they may feel very strongly about a certain practice, they are not willing to take external action against the organization.

TABLE G-2

Overall Responses

Behavior	Nothing Wrong	Would Do Nothing	Would Say Something	Take Internal Action	Take External Action	Would Not Wk. There
Practice						
1. Selling Harmful Products	2%	4%	13%	26%	13%	42%
2. Restricting Foreign Competition	42%	26%	15%	11%	3%	4%
3. Company Resources for Person. Ventures	2%	32%	47%	16%	2%	2%
4. Hiding Spouse's Expenses	3%	33%	38%	20%	2%	5%
5. Paying Foreign Officials for Business	15%	23%	14%	19%	11%	18%
6. Paying Women/ Minorities Less	1%	8%	12%	25%	26%	28%
7. Attempts to Prevent Unionization	29%	14%	13%	22%	14%	9%
8. Lie Detector/Theft	45%	15%	16%	11%	4%	9%
9. Lie Detector/Employmt.	26%	21%	15%	9%	6%	23%
10. Dating Supervisor	60%	27%	9%	2%	0%	2%

Significant Subgroup Results

Because there are so many possible combinations of demographic variables and practices, we are reporting only those demographics that showed a .01 chi square significance level or lower for each of the practices surveyed. Table G-3 through Table G-12 show the breakdown of frequencies. Practice Number 4 (hiding expenses of one's spouse on an expense report) is not provided in table form because of the limited number of significant results across demographics for this area. In addition, only the demographics showing significance at the .001 level are reported for practice Number 7 (attempts to prevent unionization) because of the large number of significant results at the .01 level.

Selling a Product Which Scientific Evidence Indicates Is Harmful to Consumers

The demographics that register significance at the .01 level or lower are sex, religion and number of years of full-time working experience. These results are presented in Table G-3. Notice that practically everyone surveyed has strong feelings against this practice. However, the response of females is more severe than males. This particular difference has consistently exhibited itself throughout the entire study. Men and women do tend to rank practices similarly, but women have consistently shown stronger convictions measured by their higher incidence of response in the last two categories.

Under religion, notice the low indication of a willingness to take outside action for the column headed as "other." By far, the overwhelming number of respondents in this category indicated that they were Mormons (the University of Utah was a sample school).

(see page 82 for Table G-3)

Attempts by Company Executives to get Government Restrictions on Competing Foreign Products

Table G-4 summarizes the significant results. Again, the demographic variable sex shows some interesting statistics. Both groups find this practice to be largely unobjectionable, but 47 percent of the men find nothing wrong while only 39 percent of the women would agree with that position. And, although the numbers are small, twice as many women as men would not work for an organization which tried to get such restrictions.

Looking at the numbers for the columns under the demographic "major," the most interesting contrast is between business students and those in humanities. The business students represented the largest group that would find nothing wrong with this practice (51 percent); contrast this with the humanities which has the second smallest number in this category (34 percent). Fine arts registers an even lower percentage at 28 percent. At the other end of spectrum, business students are among the lowest who would either take some form of action or not work at the company altogether (14 percent), while those of the humanities (along with social and behavior science majors) represent the group most willing to take these more severe actions (22 percent).

(see page 83 for Table G-4)

TABLE G-3

Selling a Product Which Scientific Evidence Indicates is Harmful to Consumers

Behavioral Variable	Demographic Variable									
	Sex		Religion*				Years Full-Time Work Experience*			
	Male	Female	Protestant	Catholic	Jewish	Other	None	None	1-3 Years	Over 3 Yrs.
Nothing Wrong	2%	2%	2%	1%	2%	2%	3%	2%	2%	3%
Would Do Nothing	4%	4%	4%	3%	3%	6%	6%	6%	4%	2%
Would Say Something	15%	12%	13%	16%	7%	11%	10%	16%	12%	9%
Take Internal Action	29%	23%	26%	28%	22%	23%	20%	26%	27%	25%
Take External Action	11%	14%	13%	14%	21%	6%	10%	11%	15%	11%
Would Not Work There	39%	45%	42%	37%	45%	52%	50%	41%	40%	50%

*.01 chi square significance.

TABLE G-4

Attempts by Company Executives to Get Government Restrictions on Competing Foreign Products

	Demographic Variable								
	Major*							Sex*	
Behavioral Variable	**Bus./Pub. Admin.**	**Soc./Beh. Science**	**Phys. Sci./ Math**	**Fine Arts**	**Human- ities**	**Pre- Professional**	**Applied Majors**	**Male**	**Female**
Nothing Wrong	51%	37%	42%*	28%	34%	47%	39%	47%	39%
Would Do Nothing	21%	28%	23%	32%	27%	26%	27%	23%	27%
Would Say Something	14%	13%	18%	19%	18%	8%	17%	14%	15%
Take Internal Action	9%	13%	11%	13%	10%	14%	9%	10%	11%
Take External Action	2%	4%	4%	3%	6%	1%	3%	3%	3%
Would Not Work There	3%	6%	3%	5%	6%	5%	5%	3%	6%

**.01 chi square significance.*

A Colleague's Use of Company Time and/or Resources for His/Her Outside Business Ventures

Age, competitiveness of the institution, number of years of full-time work experiences and the region of the country that the school is located within are the most significant demographic variables here. The most interesting statistic is the rather large number of those over 35 who would feel strongly enough about the practice to take one of the three more severe actions (37 percent) as compared to only 21 percent of those between the ages of 22 and 35, and only 16 percent for those under 22. Table G-5 summarizes the results.

(see page 85 for Table G-5)

Hiding Expenses for One's Spouse on Expense Reports

Interestingly enough, marital status turned out to be the only demographic of significance at the .01 level. Only one percent of the married students found nothing wrong with this while for the unmarried it was three percent. On the other end, 31 percent of the married students would take some sort of relatively severe action represented by the last three categories as contrasted with only 25 percent of the unmarried couples.

TABLE G-5

A Colleague's Use of Company Time and or Resources for Their Outside Business Ventures

	Demographic Variable													
	Age*			Competitiveness*			Full-Time Work Experience**			Region**				
Behavioral Variable	**Under 22**	**22-35**	**Over 35**	**Below Average**	**Aver-age**	**Above Average**	**None**	**1-3 Years**	**Over 3 Years**	**West**	**Mid-west**	**Mid-East**	**East**	**South**
Nothing Wrong	2%	2%	0%	2%	2%	2%	2%	1%	3%	1%	2%	3%	4%	1%
Would Do Nothing	34%	31%	22%	37%	29%	33%	36%	27%	25%	27%	25%	33%	36%	38%
Would Say Something	49%	47%	41%	42%	48%	51%	48%	52%	47%	55%	46%	46%	46%	45%
Take Internal Action	11%	17%	35%	15%	18%	11%	14%	15%	22%	16%	23%	15%	12%	11%
Take External Action	2%	2%	0%	2%	2%	1%	1%	2%	1%	0%	3%	2%	1%	1%
Would Not Work There	3%	2%	2%	3%	2%	3%	1%	3%	2%	2%	2%	2%	2%	4%

**.01 chi square significance.*

***.001 chi square significance.*

Paying Foreign Government Officials in Order to Do Business in Their Country

A few years back, the Lockheed episode among others, brought this practice to public attention. Here the results which registered the most significance were the cross-tabulations by academic major and by sex. In the overall results, detailed in Table G-2, we see as many people feeling strongly toward the practice as we do those who are against the practice. In fact, note that 52 percent express that they would do nothing more severe than say something to their superior about this practice.

In Table G-6 again we see business majors exhibiting the least resistance to the practice. When combining the first three categories, 63 percent of the business majors fall into this grouping. Humanities, social and behavioral sciences, and applied majors provide the low end with 47 percent to 49 percent. Notice also that business has the lowest number who would not work in an organization that had this practice (12 percent) while 22 percent of the fine arts majors would refuse to work for such an organization.

There are some fairly sharp differences in comparing the sexes. Twenty percent of the men see nothing wrong with the practice, while only 12 percent of the women feel this way. Fifty-eight percent of the men fall within the first three response categories as compared to 49 percent of the women. On the other end of the spectrum, only 14 percent of the men responded that they would not work there, whereas 21 percent of the women felt this way.

It is interesting to note that the demographic comparison between foreign and U.S. students did not register as significant at the .05 level or lower. In fact, the significance level was .46. The breakdown by foreign students showed the same general sentiment toward this practice as that of the overall results, with 52 percent registering in the first three categories and 42 percent in the last three. The idea that this is a common practice in foreign countries may be true, but the foreign students in this sample do not seem to feel differently from U.S. students about the practice.

TABLE G-6

Paying Foreign Government Officials in Order To Do Business in Their Country

	Demographic Variable								
	Major*							Sex**	
Behavioral Variable	**Bus./Pub. Admin.**	**Soc./Beh. Science**	**Phys. Sci./ Math**	**Fine Arts**	**Human-ities**	**Pre-Professional**	**Applied Majors**	**Male**	**Female**
Nothing Wrong	21%	19%	15%	11%	12%	13%	11%	20%	12%
Would Do Nothing	24%	22%	20%	25%	19%	25%	24%	22%	23%
Would Say Something	18%	9%	14%	18%	16%	15%	14%	16%	14%
Take Internal Action	18%	18%	22%	15%	21%	19%	19%	20%	18%
Take External Action	7%	13%	15%	9%	13%	8%	12%	9%	12%
Would Not Work There	12%	19%	17%	22%	19%	21%	20%	14%	21%

**.01 chi square significance.*
***.001 chi square significance.*

Paying Women and/or Minorities Less Than White Males For Comparable Performance in Comparable Jobs

This is clearly one of the more interesting practices we surveyed; the results are summarized in Table G-7. Everybody registered strong feelings about this practice and it consistently ranked as one of the most objectionable practices listed. However, some people feel decidedly stronger about it than others. Differences between the sexes, for instance, were significant at better than the .001 level. The other demographics of significance were G.P.A., percentage of academic expense paid by self, marital status, and academic major. Those who had a G.P.A. of 3.0 or higher tended to feel stronger about it (82 percent vs. 76 percent in the most severe categories). The percentage of academic expense paid by self is a mixed bag. In the two most extreme categories where the respondent would either take some form of external action or totally refuse to work for the company, those paying less than 50 percent of their academic expenses register at 57 percent, whereas those paying over 50 percent of their expenses register only 48 percent. However if the last three categories are considered, this wide difference disappears. Perhaps those who paid for their education are less willing to risk financial security, but still feel so strongly about the practice that they will fight hard within the system to change the practice.

Being married seems to make one a little more intolerant of this practice, suggesting that the men, who score lower overall, develop a bit more empathy after marriage (a predictable occurrence). Eighty-three percent of the married students register in the highest three categories and 80 percent of the unmarried register in those categories.

Table G-8 summarizes the aggregate responses to this practice for each of the majors when summing the first three and last three categories. The business students and the preprofessionals had the lowest response rate in the last three categories and the fine arts and humanities students registered the highest.

TABLE G-7

Paying Women and/or Minorities Less Than White Males for Comparable Performance In Comparable Jobs

	Demographic Variable														
	G.P.A.*		Percent Acad. Expense Self*		Marital Status*		Major**							Sex**	
Behavioral Variable	Less Than 3.0	Over 3.0	Less Than 50%	Over 50%	Married	Unmarried	Bus./Pub. Admin.	Soc./Beh. Science	Phys. Sci./ Math	Fine Arts	Humanities	Pre-Prof.	Applied	Male	Female
Nothing Wrong	2%	1%	1%	1%	0%	1%	1%	0%	1%	0%	0%	2%	1%	2%	0%
Would Do Nothing	10%	6%	7%	10%	8%	8%	12%	4%	6%	5%	5%	9%	6%	15%	2%
Would Say Something	13%	11%	12%	11%	10%	12%	13%	11%	12%	6%	8%	13%	13%	19%	7%
Take Internal Action	25%	26%	24%	31%	33%	24%	30%	25%	30%	20%	21%	21%	25%	34%	19%
Take External Action	23%	28%	28%	22%	26%	27%	22%	30%	23%	32%	39%	20%	28%	16%	34%
Would Not Work There	28%	28%	29%	26%	24%	29%	22%	30%	29%	37%	28%	35%	27%	14%	38%

**.01 chi square significance.*
***.001 chi square significance.*

TABLE G-8*

Response by Major to Unequal Pay for Women and Minorities

Majors	First Three Response Categories	Last Three Response Categories
Business and Public Administration	26%	74%
Social and Behavioral Science	15%	85%
Physical Sciences and Mathematics	19%	82%
Fine Arts	11%	89%
Humanities	13%	88%
Preprofessional	24%	76%
Applied Majors	20%	80%

**Some rows do not add up to 100 percent because of rounding.*

Finally, note in Table G-7 that men register the lower response rate for these last three categories when considering the demographic cross-tabulations by sex. Sixty-one percent of the men, compared to 81 percent of the women, are in these categories.

Attempts by Company Officials to Prevent Unionization

There were more demographics registering a significance level of .01 or lower for chi square in this practice category than any other. These were: percentage of academic expenses paid by other sources, race, religion, institution's affiliation, major, sex, region, and competitiveness. Reported in Table G-9 are only those that had a .001 significance level because the table simply becomes too cluttered to report all eight of the demographics at the .01 level.

The business majors and males again stand out in this table. These two categories have the highest percentage of respondents who feel there is nothing wrong with this practice. Notice also that for the regional areas it is the Midwest and South that are the highest and that the demographic variable for "above average competitiveness" provides the *lowest* in that category.

At the other end of the continuum, it is the business students and the males who rank lowest in the strongest response category of "would not work there," whereas the respondents from schools with above average competitiveness have the highest response rate in this category.

TABLE G-9

Attempts by Company Officials To Prevent Unionization

	Demographic Variable																
	Major**							Sex**		Region*					Competitiveness*		
Behavioral Variable	**Bus./ Pub. Admin.**	**Soc./ Beh. Sci.**	**Phys. Sci./ Math**	**Fine Arts**	**Human-ities**	**Pre-Profes-sional**	**Applied**	**Male**	**Fe-male**	**West**	**Mid-west**	**Mid-east**	**East**	**South**	**Below Aver-age**	**Aver-age**	**Above Aver-age**
Nothing Wrong	42%	23%	25%	21%	16%	30%	26%	39%	20%	27%	34%	30%	19%	34%	30%	30%	23%
Would Do Nothing	17%	11%	15%	10%	8%	16%	13%	15%	13%	13%	12%	13%	16%	17%	15%	13%	14%
Would Say Something	10%	13%	16%	14%	10%	13%	17%	13%	13%	12%	13%	14%	13%	13%	14%	13%	12%
Take Internal Action	18%	22%	24%	21%	26%	22%	23%	18%	25%	23%	21%	23%	22%	20%	21%	22%	23%
Take External Action	9%	18%	11%	20%	28%	11%	14%	11%	17%	16%	12%	13%	17%	11%	12%	15%	14%
Would Not Work There	5%	13%	9%	14%	13%	8%	7%	5%	11%	10%	7%	8%	14%	6%	8%	7%	15%

**.01 chi square significance.*

***.001 chi square significance.*

Use of a Lie Detector Test to Detect Theft

Using a lie detector for any reason seems to create a lot of controversy. Overall, this practice ranks low in terms of the respondents' reaction to the practice. However, there are a relatively high number of people who simply would not work for an organization that uses a lie detector to detect theft.

For the demographics listed in Table G-10, those with over three years of work experience or those who went to school in the East indicate the most aversion to the practice. Those who went to school in the South are the least averse.

TABLE G-10

Use of a Lie Detector Test To Detect Theft

	Demographic Variable									
	Percent Academic Expense Other*		Full-Time Work Experience*			Region*				
Behavioral Variable	**Under 50**	**Over 50**	**None**	**1-3 Years**	**Over 3 Years**	**West**	**Midwest**	**Mideast**	**East**	**South**
Nothing Wrong	44%	51%	50%	42%	40%	41%	49%	46%	38%	56%
Would Do Nothing	16%	11%	13%	17%	13%	18%	16%	15%	14%	14%
Would Say Something	16%	13%	17%	16%	16%	16%	12%	17%	18%	14%
Take Internal Action	11%	12%	9%	12%	17%	11%	10%	11%	14%	9%
Take External Action	4%	6%	4%	5%	2%	6%	3%	4%	5%	2%
Would Not Work There	9%	7%	8%	8%	12%	9%	10%	8%	12%	5%

*.01 chi square significance.

Requiring a Lie Detector Test as a Condition of Employment

The responses toward this practice are very interesting. Recall that of the 10 practices listed, this one ranked fourth in terms of the respondents' having strong negative reactions to the practice. In general, across all of the demographics surveyed, the responses were similar. Two demographics showed up as significant—the number of years of full-time work experience (which registered the largest differences between those with less than three years of work experience compared to those with more than three years) and region (with those attending schools in the South and Midwest being most willing to go along with the practice and those in the East the least willing). Table G-11 reports the significant results.

TABLE G-11

Requiring Lie Detector Test as a Condition of Employment

	Demographic Variable							
	Full-Time Work Experience*			Region*				
Behavioral Variable	**None**	**1-3 Years**	**Over 3 Years**	**West**	**Midwest**	**Mideast**	**East**	**South**
Nothing Wrong	28%	25%	30%	23%	32%	24%	20%	36%
Would Do Nothing	26%	22%	14%	23%	21%	21%	21%	22%
Would Say Something	14%	12%	13%	14%	15%	14%	15%	14%
Take Internal Action	7%	11%	10%	10%	7%	10%	10%	9%
Take External Action	4%	7%	4%	6%	4%	6%	8%	4%
Would Not Work There	22%	23%	29%	24%	21%	25%	27%	15%

*.01 chi square significance.

Dating an Immediate Supervisor

There are three demographics of significance here: citizenship status, sex, and childhood environment. This is the only time that the citizenship and childhood environment registered as significant. Table G-12 records the results. Overall, this was easily the least controversial practice. Almost all respondents felt there was nothing wrong with the practice, or if they did indicate it was wrong, they would do nothing to attempt to change it.

For citizenship, foreign students registered considerably higher than their U.S. counterparts in the last three response categories indicating that they might be more willing to take some form of action. For sex, females were more opposed than males to the practice and for childhood environment, suburban upbringing registered the strongest disapproval. By far the strongest sentiment expressed against working for any organization that had this practice came from the foreign students; a total of seven percent said they would not work there.

Summary

In general, it can be said that the "New Lifestyle Professional" of the 1980s has high ethical standards. Of the ten practices we surveyed, six had a mean ranking of 3.0 or better. This means that practices such as selling a product that may be harmful to consumers, paying women and/or minorities less, and hiding spouse's expenses are, at the very least, practices they disapprove of and for which they would say so to their superior and/or the employee involved.

Some of the more interesting findings are to be found by the relative order of ranking of these practices. For instance, attempts to limit foreign competition ranks ninth. All of the other practices, except for dating an immediate supervisor, are seen as more objectionable. In addition, the fact that requiring a lie detector test for employment ranks fourth and attempts to prevent unionization ranks only fifth suggests both the increasing controversy surrounding lie detectors and the decreasing popularity of unions.

It is also interesting to note that the two most objectionable practices, selling harmful products and paying women and/or minorities less, score far above any of the other practices. At the other end of the scale, dating an immediate supervisor is well below any of the other rankings.

TABLE G-12

Dating an Immediate Supervisor

	Demographic Variable							
	Citizenship*		Sex**		Childhood Environment*			
Behavioral Variable	**Foreign**	**U.S. Citizen**	**Male**	**Female**	**Rural**	**Small Town**	**Suburban**	**Urban**
Nothing Wrong	62%	59%	67%	53%	67%	65%	54%	59%
Would Do Nothing	21%	28%	22%	32%	25%	23%	30%	27%
Would Say Something	0%	9%	8%	10%	4%	9%	10%	13%
Take Internal Action	7%	2%	3%	2%	1%	2%	3%	2%
Take External Action	3%	0%	1%	0%	1%	0%	1%	0%
Would Not Work There	7%	2%	0%	3%	2%	1%	3%	1%

*.01 chi square significance.

**.001 chi square significance.

Of the 21 different demographic dimensions we looked at, six of these showed up fairly consistently as having a chi square significance of .05 or lower in the cross-tabulations. Table G-13 shows these demographics and the frequency with which they registered .05 or lower over each of the 10 practices.

TABLE G-13

Most Significant Demographic Variables

Demographic Variable	Relative Frequency at .05 Level
Major	70%
Sex	70%
Years of Full-Time Work Experience	40%
Region of School	40%
Age	40%
Competitiveness of School	40%

For the category comparing men and women, men seemed consistently more willing to go along with these practices than did women. This did turn out to be basically just a matter of difference in degree of acceptance, because both men and women ranked the practices similarly. However, the men were significantly less strongly opposed throughout the spectrum. For academic major, a similar pattern emerged for business students. They too tended to respond the same as other majors, but overall were much less inclined to take drastic measures.

There was, in our opinion, a noticeable lack of significance in the cross-tabulations for race, citizenship, and childhood environment. For this set of practices, these factors seem to have little impact on the way students feel.

Finally, it should be noted that almost universally, students were not inclined to take their case outside the organization. The response of "I disapprove and would do all I could *outside* my organization to get the practice discontinued (e.g., legal action)," scored significantly lower than the other two options of taking internal action or simply not working at the organization.

CHAPTER

8

ORGANIZATIONAL LOYALTY

WE ASKED two questions which dealt with the respondents' perceived tenure with the organization they start with after graduation. The first asked how long they expected to stay with their first employer, and the second queried how many employers they expected to have in the next five years.

Overall Results

The first question asked, "How long do you expect to stay with your first employer after graduation?" The overall results are presented in Table H-1.

TABLE H-1

Expected Time With First Employer

Less than two years	16.8%
Two-five years	40.6%
More than 5, but less than 10 years	6.5%
Ten years or more	7.9%
I have no clear expectation	28.1%

The fact that only 14 percent clearly expect to stay with their first employer more than five years is indicative of the fairly low level of organizational loyalty. Nearly 60 percent expect to stay with their first employer five years or less.

The second question asked, "How many different employers do you expect to work for in the next five years?" The overall responses are presented in Table H-2.

TABLE H-2

Expected Number of Employers in Five Years

One	28.6%
Two	53.1%
Three	14.3%
Four	1.8%
Five or more	2.2%

This presents a slightly different picture. The majority expect to work for two employers during the first five years, and over four-fifths (81.7 percent) expect to have only one or two employers during that time. While there does not appear to be an extensive amount of organizational loyalty, neither does there appear to be an expectation of exaggerated "employer-hopping."

Significant Subgroup Results

Expected Tenure with First Employer

Table H-3 reports those results which were significant at the .001 level or better. This included eight variables: full-time work experience, intended sector of employment, sex, marital status, age, academic major, and both the competitiveness and affiliation of the institution attended.

In regard to full-time work experience, those who had more than three years had expectations of staying with their first employer significantly longer than did those with less experience. Likewise, females, married respondents, and respondents over 35 years of age expected to stay with their first employer longer than did their counterparts. Similarly, business and public administration majors, as well as those majoring in math, physical science, and the preprofessional areas, expected longer stays with their first employer. Those intending to take jobs in the not-for-profit sector expected significantly *shorter* stays with the first employer. Finally, those attending schools which are above average in competitiveness and those attending private schools also expected to stay with the first employer for a significantly shorter time than did their counterparts.

TABLE H-3

Expected Tenure with First Employer

a.	Full-Time Work Experience			Sex		Marital Status		Age			Sector		
Response	**None**	**1-3 Yrs.**	**Over 3**	**M**	**F**	**Married**	**Unmarried**	**<22**	**22-35**	**>35**	**Private**	**Non-Profit**	**Public**
Less than two yrs.	15%	20%	9%	12%	20%	12%	18%	19%	16%	8%	14%	24%	14%
Two five years	40%	44%	33%	38%	43%	39%	41%	42%	41%	27%	43%	46%	39%
More than five, but less than 10	9%	5%	8%	7%	6%	5%	7%	8%	6%	10%	7%	5%	8%
Ten years or more	5%	6%	20%	13%	5%	16%	6%	4%	9%	22%	9%	4%	13%
No clear expectation	31%	25%	30%	30%	26%	28%	28%	27%	28%	33%	27%	21%	26%

b.	Major						Competitiveness of School			Affiliation of School		
Response	**Bus.**	**Soc. Sci.**	**Phys. Sci.**	**Fine Arts**	**Human.**	**Preprof.**	**Below Avg.**	**Avg.**	**Above Avg.**	**Public**	**Private**	**Church**
Less than two yrs.	8%	19%	17%	20%	27%	18%	12%	15%	27%	14%	28%	19%
Two-five years	45%	42%	31%	39%	38%	40%	40%	42%	38%	42%	34%	43%
More than five, but less than 10	9%	5%	8%	6%	4%	8%	7%	7%	5%	7%	3%	6%
Ten years or more	11%	6%	9%	3%	6%	10%	11%	8%	5%	9%	3%	8%
No clear expectation	27%	28%	35%	32%	25%	24%	30%	28%	25%	28%	32%	24%

Expected Number of Employers in the First Five Years

Table H-4 reports the results for those variables which had chi square values significant at the .001 level or better. They were full-time work experience, marital status, academic major, and three institutional attributes (competitiveness, affiliation and size). Again, those with more full-time work experience expected to have fewer employers in the next five years. This was also true for married respondents and for those majoring in business or public administration, math, physical science, or the preprofessional majors. In contrast, 14 percent of the fine arts majors expected to have four or more employers in the next five years. Finally, those attending institutions which were above average in competitiveness, private, or not large in size, also expected to have significantly more employers in the next five years.

TABLE H-4

Expected Number of Employers in the Next Five Years

a.	Full-Time Work Experience			Marital Status		Academic Major						
Response	**None**	**1-3 Yrs.**	**Over 3**	**Married**	**Unmarried**	**Bus.**	**Soc. Sci.**	**Phys. Sci.**	**Fine Arts**	**Human.**	**Preprof.**
One	30%	22%	44%	42%	27%	39%	22%	30%	9%	17%	35%
Two	53%	56%	44%	47%	54%	51%	54%	50%	59%	48%	52%
Three	13%	17%	10%	9%	15%	8%	18%	15%	18%	24%	12%
Four	2%	3%	1%	1%	2%	1%	4%	2%	6%	6%	0%
Five or more	2%	2%	1%	1%	2%	1%	2%	3%	8%	5%	1%

b.	Competitiveness of School			Affiliation of School			Size of School		
Response	**Below Avg.**	**Avg.**	**Above Avg.**	**Public**	**Private**	**Church**	**Small**	**Medium**	**Large**
One	31%	30%	23%	30%	21%	27%	26%	26%	32%
Two	54%	54%	50%	53%	52%	53%	52%	51%	55%
Three	12%	13%	19%	13%	19%	17%	18%	17%	11%
Four	1%	1%	4%	2%	4%	2%	2%	2%	1%
Five or more	2%	2%	4%	2%	4%	1%	2%	4%	1%

CHAPTER

9

IMPLICATIONS FOR PRACTITIONERS

Implications for Managers and Supervisors

THE STUDY findings resulted in the following recommendations for managers and supervisors in their relationship with subordinates. First, the new professional of the 1980s does not appear to place much value on relationships with coworkers or to have much appreciation for the interdependent nature of organizations.

Many responses support this conclusion: those job attributes reported as least desirable—

- Coworkers with similar beliefs.
- Importance in eyes of others.
- Influence over others.
- Organization-sponsored social activities.

—are all concerned with relationships and/or interactions with others. When compared with the three job attributes selected as *most* desirable—

- Interest and self-satisfaction.
- Opportunity to use skills and abilities.
- Opportunity for personal development.

—it becomes clear that the new professional perceives his or her job satisfaction and success as being more dependent upon the nature of the work than on relationships with coworkers. In fact, there seems to be a slight distrust of team work as evidenced by the response to the question of how pay raises should be determined. Approximately 80 percent of the respondents prefer pay raises be based on individual performance with only one percent wanting them based on group performance.

This finding has several implications for managers:

- If team work is required, put individuals with similar abilities on the same team rather than mixing a superstar with a teammate of average ability which may result in poor morale for the team as a whole.
- Recognize individual performance, even if informally, of team members as well as the team's overall performance.
- Discuss with prospective team members their feelings about working on a team. If they express strong opposition, do not rely on them heavily for team work.
- Before hiring for a position, check out the applicant's propensity for teamwork.
- Since the new professional might have a tendency to isolate himself or herself or at least not build the necessary working relationships, it may be a good idea to let him or her select a mentor from among the more tenured employees to act as an advisor.

Second, the new professional appears to have a high degree of self-confidence. This finding supports the first, that the new professional appears to have more confidence in himself or herself than in others. When asked how they would go about getting their first job after graduation, the response ranked highest was "contact the employer directly." Only after initiating such action *on their own* would they try employment agencies or university placement centers.

In another question, 20 possible job attributes were ranked. Among the top five were "opportunity to use skills and abilities" and "recognition for good performance." Apparently the new professional is quite confident of his/her abilities and of job success. Over half of the respondents asked for performance reviews frequently — once a quarter or semi-annually. Based on the assumption that one avoids pain and seeks pleasure, the conclusion can be drawn that the new professional once again is showing confidence in his or her ability to perform successfully. The implications for managers are:

- Give frequent feedback to help assure employee rather than an authoritarian "you do it my way or else" style.
- When possible, allow flexible scheduling of work hours.
- Give frequent rewards, if not small pay raises, then recognition or appreciation of some kind.

Third, the new professionals appear to have exceedingly high career expectations and an expectation of hard work. At the same time they voice an unwillingness to subordinate personal happiness, family, or health to their work. They expect a successful, rewarding career and a rich personal life. The findings show that over half the respondents expect both spouses to pursue full-time careers while raising a family. Another finding indicates that if one spouse were relocated, the other would follow only after securing a job in the new location. In addition, health, family, personal happiness, and ethical standards are reported as being *more* important than the job in day-to-day situations where they come in conflict. The only sacrifices the respondents appear willing to make are in the areas of free time, religion, vacation time, and contributions to the community. So the new professional says that he or she is willing to work hard but not to subordinate family, health, or principles in order to achieve career success.

This finding has major implications for managers. Be flexible, allow the new professionals to take work home during work hours if family responsibilities necessitate, acknowledge their family responsibilities and their concern for good health and ethics, and help them meet their individual needs through a system of flexible benefits, employee assistance programs, wellness centers, and simply an interest in their lives apart from work. Give them a "piece of the action" by involving them in decisions and allowing them to invest in the company. In summary, the prevailing theme appears to be that if management works *with* the college-educated employee, acknowledging individual differences in work style and needs, personal life responsibilities and objectives, and the need for meaningful work, this employee will repay the company many times over through hard work and commitment.

Implications for Organizational Recruiters and Personnel Administrators

1. The new professional coming right out of college has high expectations of meaningful work and of hard work. To cut turnover among the new professionals and to capitalize on their willingness to work, it is suggested that the organization make that first job as challenging as possible and that a new recruit be placed with a demanding boss. As J. Sterling Livingston has shown, there is a "Pygmalion effect" in the relationship between a new employee and his or her boss: the more the boss expects, the better the recruit will perform.
2. In a sluggish economy, possibilities for rapid advancement may diminish, a situation directly opposed to the new professional's needs and values. One suggestion which enables the employee to perceive continued growth and development in his or her career, even in the absence of promotions, is the lateral transfer. The lateral transfer can keep a person fresh and open to new learning and, at the same time, make him or her more valuable to the organization.
3. Even though the ideas of team building and strong corporate cultures are highly publicized these days due to their success in Japan, the new professional appears highly individualistic and may resist organi-

zational efforts to build a strong culture or to recognize team performance over and above individual performance.

4. At the same time, the new professional, by appearing less interested in status and power than in meaningful work and security, perhaps may find the Japanese practice of equality in the workplace and emphasis on quality and security to be valued rewards.
5. By giving the new professionals "a piece of the action" by involving them in decisions and allowing them to invest in the company, the organization can help rebuild corporate loyalty and trust and reduce employee apathy and turnover.
6. The new professional wants frequent feedback to assess how well he or she has performed and where changes should be made. Such feedback can be given informally, on a continuing basis, instead of just once a year in an emotionally charged annual session.
7. According to the study findings, the era of the dual-career couple is right around the corner. Several suggestions speak to this issue: a) organizations which haven't already, might think about relaxing rules on nepotism, making it easier for the husband and wife to work for the same organization; b) flexible hours are helpful to a couple sharing household duties and childcare responsibilities; and c) some organizations find that attracting dual-career people requires dual-recruiting or helping to find a job for the spouse as well as the primary candidate.

Implications for College Placement Officers

The real issue is not how idealistic the new graduates are; it is instead, that their values are different from traditional organizational values at the time of recruitment. Two things need to happen:

1. Companies need to gear their public relations, benefits, recruiting and training programs to appeal to and deal with the new values.
2. Placement officers need to address *with the students* in a detailed manner the value differences between "new" and "old" employees.

Placement officers can play a central role in this adaptation by working with the company human resource personnel to identify current student values, concerns, and trends. By such activity, the placement officer is in a position to make suggestions to organizations with respect to:

1. Benefit programs.
2. Recruiting literature — not dry annual reports but personalized brochures highlighting career path profiles of actual recent graduates.
3. Plant visits — have candidates meet informally with a group of recent hires *after* the day's formal interviews with senior executives.
4. Training programs — deal in an "above the table" manner with values by stating clearly the organization's values and expectations. New

professionals deal with reality if they know what it is.

In addition, the placement officer will be in a position to make recommendations for employee-oriented changes that are cost-effective and increase productivity.

And, finally, with respect to company human resource personnel, the college placement officer might conduct training seminars for corporate managers on the human relations aspect of supervising the new lifestyle professional. Placement officers can also confront the issue by working with the college student in the following ways:

1. Incorporate the reality of corporate politics into workshops and manuals — pointing out value differences between generations to sensitize them to the reality of organizational life.
2. Offer seminars on career paths, addressing the issues of: what the new employee can expect in the first year, how to "pay your dues," what to expect in subsequent years, and the like.
3. Encourage faculty to offer more team assignments in class.

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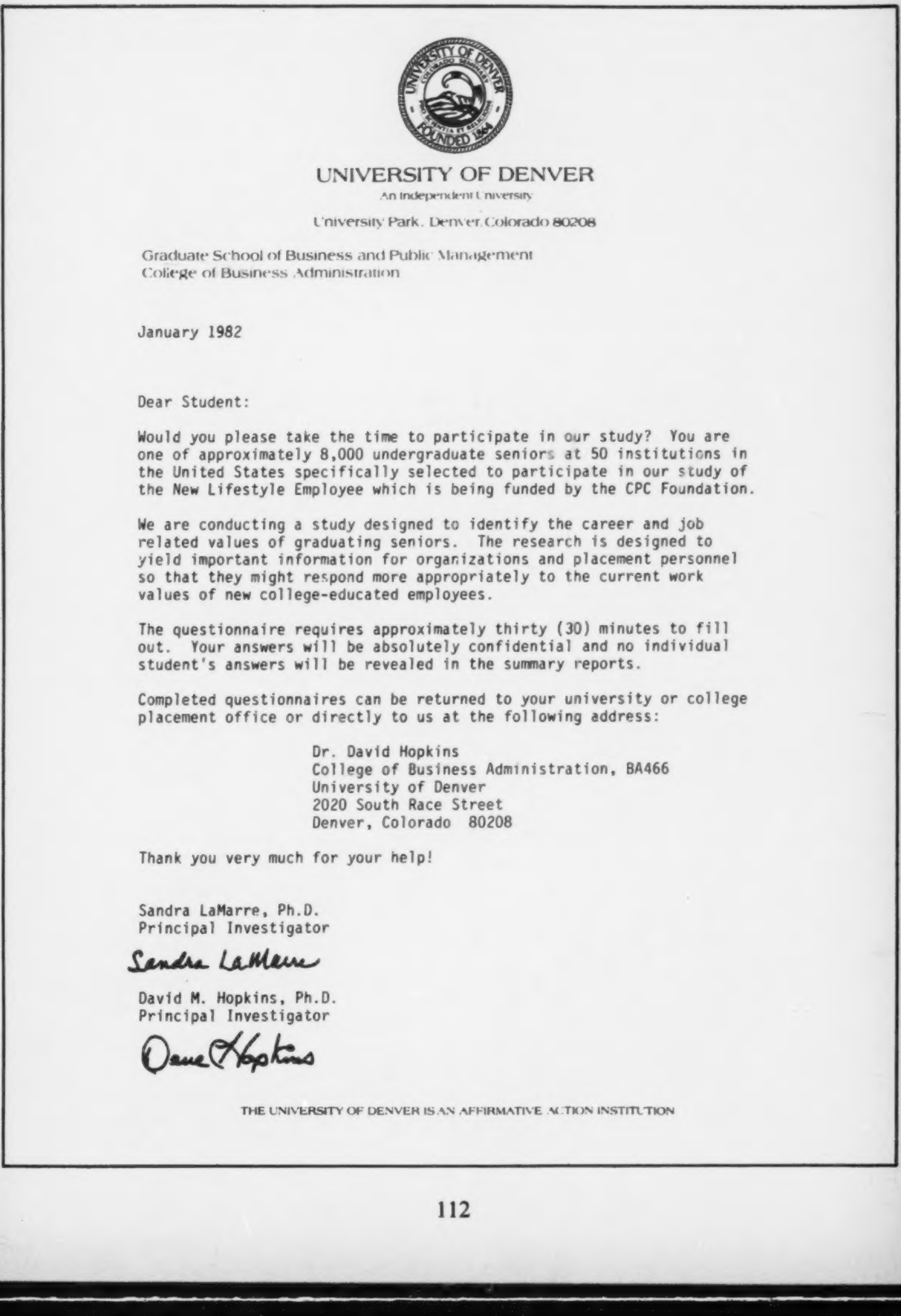
Appendix A

Career Values



UNIVERSITY OF DENVER
An Independent University
University Park, Denver, Colorado 80208

Graduate School of Business and Public Management
College of Business Administration

January 1982

Dear Student:

Would you please take the time to participate in our study? You are one of approximately 8,000 undergraduate seniors at 50 institutions in the United States specifically selected to participate in our study of the New Lifestyle Employee which is being funded by the CPC Foundation.

We are conducting a study designed to identify the career and job related values of graduating seniors. The research is designed to yield important information for organizations and placement personnel so that they might respond more appropriately to the current work values of new college-educated employees.

The questionnaire requires approximately thirty (30) minutes to fill out. Your answers will be absolutely confidential and no individual student's answers will be revealed in the summary reports.

Completed questionnaires can be returned to your university or college placement office or directly to us at the following address:

Dr. David Hopkins
College of Business Administration, BA466
University of Denver
2020 South Race Street
Denver, Colorado 80208

Thank you very much for your help!

Sandra LaMarre, Ph.D.
Principal Investigator

Sandra LaMarre

David M. Hopkins, Ph.D.
Principal Investigator

Dave Hopkins

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Appendix B

Questionnaire

Career Values Survey

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For questions 1 thru 9, please check or circle one answer only

1. How long do you expect to stay with your first employer after graduation?

____(1) Less than 2 years
____(2) 2 to 5 years
____(3) More than 5, but less than 10 years
____(4) 10 years or more
____(5) I have no clear expectation

2. Do you think both husband and wife should pursue full-time careers while raising a family?

____(1) Yes, if they want to
____(2) No, the wife should stay at home and care for the children
____(3) No, the husband should stay at home and care for the children
____(4) No, both husband and wife should work part-time and care for the children
____(5) Other (please specify): ______________________________
____

3. Assume you and your spouse have comparable jobs which are important to each of you, and your spouse has the opportunity for a promotion which is highly desirable and would require a substantial move. What would you do, assuming finances are not an issue?

____(1) Agree to quit your job and move with your spouse
____(2) Encourage your spouse to move alone and accept the new job, but keep your job for the time being until you can line up a new job in the new location
____(3) Encourage your spouse to accept the new job, and you keep your job, seeing each other on the weekends
____(4) Try to persuade your spouse to turn down the new job offer

4. With respect to job-related travel, how many nights per month are you willing to be away from home?

____(1) None
____(2) 1 to 5 nights
____(3) 6 to 10 nights
____(4) 11 to 15 nights
____(5) More than 15 nights

5. If your employer requests that you move to an out-of-state location and you perceive no advantage or disadvantage to the move, except an increase in salary, what is the minimum increase you would require to accept the move?

____(1) 0% to 10% salary increase
____(2) 11% to 25% salary increase
____(3) 26% to 50% salary increase
____(4) Over 50% salary increase
____(5) No increase in salary would convince me to move

6. On which of the following would you most prefer your raises to be based?

____(1) Seniority
____(2) Cost-of-living
____(3) Your performance
____(4) Your group's performance
____(5) Makes no difference to me

Do Not Write In this Space

7. How often would you prefer to have a formal performance appraisal?

____(1) Once a month
____(2) Once a quarter
____(3) Twice a year
____(4) Once a year
____(5) Makes no difference to me

8. During the first few years on a new job, which you like very much, how many hours per week would you be willing to work?

____(1) 40 hours or less
____(2) 41 to 50 hours
____(3) 51 to 60 hours
____(4) More than 60 hours

9. How many different employers do you expect to work for in the next five years?

1 2 3 4 5 or more

FOR QUESTIONS 10 AND 11, SELECT THE APPROPRIATE SCALE VALUE

10.

Indicate the degree to which the following considerations are more or less important than your job in day-to-day situations where they come in conflict.

	NEVER more important than my job	SELDOM more important than my job	Of EQUAL importance with my job	OFTEN more important than my job	ALWAYS more important than my job
(1) My religion	1	2	3	4	5
(2) My family	1	2	3	4	5
(3) My ethical standards	1	2	3	4	5
(4) My contribution to the community	1	2	3	4	5
(5) My personal happiness	1	2	3	4	5
(6) My free time	1	2	3	4	5
(7) My vacation time	1	2	3	4	5
(8) My health	1	2	3	4	5

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11. For each of the ten (10) practices described below, indicate the most severe action you would take by selecting the appropriate letter from the following list:

a. I think there is nothing wrong with this practice.
b. I disapprove of this practice, but wouldn't say or do anything.
c. I disapprove and would say so to my superior and/or the employee involved.
d. I disapprove and would do all within my organization to get the practice discontinued.
e. I disapprove and would do all I could outside my organization to get the practice discontinued (e.g., legal action).
f. I would not work with an individual or organization that engages in such practices.

PRACTICES:

____(1) Selling a product which scientific evidence indicates is harmful to consumers
____(2) Attempts by company executives to get government restrictions on competing foreign products
____(3) A colleague's use of company time and/or resources for their outside business ventures
____(4) Hiding expenses for one's spouse on an expense report
____(5) Paying foreign government officials in order to do business in their country
____(6) Paying women and/or minorities less than white males for comparable performance in comparable jobs
____(7) Attempts by company officials to prevent unionization
____(8) Use of lie detector tests to detect theft within the organization
____(9) Requiring a lie detector test as a condition of employment
___(10) Dating an immediate supervisor.

FOR QUESTIONS 12 AND 13, CHECK ALL ANSWERS WHICH APPLY

12. Indicate which of the following you will utilize (or have utilized) to obtain your first job after graduation:

____(1) College placement office
____(2) Private employment agency
____(3) Public employment agency
____(4) Advertised job openings
____(5) Friends or relatives
____(6) Direct contacts with potential employers
____(7) Other. Please specify: ________________________________
____

13. After graduation, I intend to:

____(1) Become self-employed
____(2) Go to graduate or professional school
____(3) Work for the government (local, state or federal)
____(4) Enter the military
____(5) Work for a non-profit organization (hospital, university, etc.)
____(6) Work for a private sector company or corporation
____(7) Take some time off (to travel, etc.)
____(8) Raise a family
____(9) Other. Please specify: ________________________________
____

FOR QUESTIONS 14 THRU 17, PLEASE RANK EACH LIST OF ITEMS

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14. RANK the following types of fringe benefits in order of most importance to you when selecting a job (1 = *most important, etc.*)

____(1) Dental insurance
____(2) Tuition reimbursement
____(3) Organization-provided day-care facilities

____(4) Company car
____(5) Subsidized meals at organization's cafeteria
____(6) Four weeks of paid vacation
____(7) On-site physical fitness facilities
____(8) Subsidized housing
____(9) Retirement plan

15. RANK the form you would prefer additional rewards to take, assuming you currently receive an acceptable salary (1 = *most important, etc.*)

____(1) A reduced workload
____(2) More time off
____(3) Additional salary
____(4) Additional fringe benefits
____(5) Freedom to structure my own work schedule
____(6) Sharing in the increased profits of the organization (profit sharing)

16. RANK the following factors in terms of which are most likely to assure success in your career:

____(1) Formal education
____(2) Work experience
____(3) Ability to work with people
____(4) Willingness to take risks
____(5) Training and technical knowledge
____(6) Organizational commitment
____(7) Job performance
____(8) Ability to play office politics
____(9) Other: Please specify: ____
____

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17. Please RANK the following attributes in order of importance to you. (1 = *highest priority, etc.*) *Each attribute completes the phrase "I would prefer a job that has ____________________."*

Number Rank Attribute

____ (1) Substantial interaction among employees
____ (2) Clearly defined assignments
____ (3) Organization-sponsored social activities
____ (4) Friendly co-workers
____ (5) Co-workers with similar beliefs
____ (6) Recognition for good performance
____ (7) A convenient work location
____ (8) Interest and self-satisfaction
____ (9) An adequate wage and salary
____(10) Substantial job security
____(11) Good insurance benefits
____(12) Freedom for self-expression and creativity
____(13) Opportunity for personal development
____(14) A noncompetitive atmosphere
____(15) Comfortable working conditions
____(16) Importance in the eyes of others

____ (17) Free organization-provided meals

____ (18) A high wage and salary

____ (19) Influence over others

____ (20) Opportunity to use your skills and abilities

18. Would you be willing to participate in our follow-up studies over the next ten years? If so, please be sure to fill out the "contact information" section on the last page.

____ YES, I would be willing to participate

____ NO, I am not willing to participate further

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DEMOGRAPHIC AND INSTITUTIONAL INFORMATION

I. Contact Information:

A. Your Name: ____________________

B. School Phone Number: (____) ____________________

C. Permanent Family Address: ____________________

____ ____________________ ________ Zip ________

D. Family Phone Number: (____) ____________________

II. Academic Information:

A. Major: ____________________

B. Current Grade Point Average: ________(Relative to 4 Point Scale)

C. Foreign Student ____ Yes ____ No

*If yes, of what country are you a citizen? ________

D. Estimate the percentage of your academic expenses being paid by each of the following (total should equal 100):

1. Self ____%
2. Family ____%
3. Other ____% (e.g., employer, government, scholarship, etc.)

III. Personal Information:

A. Sex: ____ Male ____ Female

B. Age: ____Under 22 ____22-35 ____Over 35

C. Race: ____________________

D. Religious Upbringing: ____ Protestant ____ Catholic
____ Jewish ____ Other ____ None

E. Gross Annual income of Immediate Family:
____ Under $25,000 ____ $25,000-$75,000 ____ Over $75,000

F. Marital Status: ____ Married ____ Unmarried

G. Years of Work Experience:

1. Full Time: ____ None ____ 1-3 Yrs. ____ Over 3 Yrs.
2. Part Time: ____ None ____ 1-3 Yrs. ____ Over 3 Yrs.

H. Did your parents both work when you were in elementary school?
____ Yes ____ No ____ Some

I. In what environment were you raised?
____ Rural ____ Small Town ____ Suburban ____ Urban

PLEASE DO NOT WRITE BELOW THIS LINE

Appendix C
Participating Institutions

Institutions	Surveys Sent	Surveys Received	%
1. Westbrook College	8	0	0.0
2. Bradford College	10	2	20.0
3. Notre Dame College	30	21	70.0
4. Alfred University	76	15	19.7
5. CUNY Hunter College	200	2	1.0
6. St. Lawrence University	111	40	36.0
7. Iona College	174	40	23.0
8. SUNY at Plattsburgh	201	21	10.4
9. Union College	89	27	30.3
10. Dickinson College	80	37	46.3
11. SUNY at Old Westbury	60	16	26.7
12. Gannon University	80	2	2.5
13. Wilkes College	100	0	0.0
14. Brown University	280	93	33.2
15. Radford University	215	57	26.5
16. Berea College	76	31	40.8
17. Wabash College	33	15	45.5
18. Ball State University	514	160	31.1
19. Michigan State University	903	310	34.3
20. Quincy College	43	12	27.9
21. Albion College	91	36	39.6
22. Grand Valley State College	150	12	8.0
23. St. Mary's College	54	18	33.3
24. Southwest Baptist University	34	5	14.7
25. Capital University	47	21	44.7
26. Ohio Wesleyan University	76	30	39.5
27. Missouri Valley College	10	8	80.0
28. Marian College of Fond du Lac	15	11	73.3
29. University of Alabama	283	100	35.3
30. Southern Arkansas University	30	9	30.0
31. North Georgia College	66	17	25.8
32. Florida Memorial College	25	2	8.0
33. Armstrong State College	45	11	24.4
34. Dillard University	40	4	10.0
35. Northeast Louisiana University	100	16	16.0
36. Appalachian State University	172	37	21.5
37. Pembroke State University	77	7	9.1
38. Knoxville College	10	3	30.0
39. Bethel College	80	11	13.8
40. College of Great Falls	14	12	85.7
41. College of Santa Fe	32	5	15.6
42. University of Oklahoma	481	182	37.8
43. University of Northern Colorado	214	55	25.7
44. Southwestern Adventist College	18	7	38.9

45. University of Utah	493	134	27.2
46. Los Angeles Baptist College	11	3	27.3
47. University of California Santa Barbara	375	152	40.5
48. Western Washington University	200	68	34.0
49. George Fox College	23	13	56.5
50. Pacific Lutheran University	125	40	32.0
Total:	**6,674**	**1,930**	**28.9%**

Appendix D
Frequencies for Demographic and Institutional Variables

I. Personal Information:

	Absolute Frequency	Relative Frequency	Adjusted Frequency
A. Sex:			
1. Males	728	37.7%	42.6%
2. Females	979	50.7%	57.4%
3. No Response	223	11.6%	—
B. Age:			
1. Under 22	534	27.7%	31.2%
2. 22 to 35	1,124	58.2%	65.8%
3. Over 35	51	2.6%	3.0%
4. No Response	221	11.5%	—
C. Race:			
1. Caucasian	1,501	77.8%	93.8%
2. Black	57	3.0%	3.6%
3. Oriental	23	1.2%	1.4%
4. Other	20	1.1%	1.2%
5. No Response	329	17.0%	—
D. Religious Upbringing:			
1. Protestant	890	46.1%	52.5%
2. Catholic	475	24.6%	28.0%
3. Jewish	59	3.1%	3.5%
4. Other	166	8.6%	9.8%
5. None	99	5.1%	5.8%
6. Multiple Response	5	0.3%	0.3%
7. No Response	236	12.2%	—
E. Gross Annual Family Income:			
1. Under $25,000	558	28.9%	33.6%
2. $25,000 to $75,000	934	48.4%	56.2%
3. Over $75,000	170	8.8%	10.2%
4. No Response	268	13.9%	—

F. Marital Status:			
1. Married	282	14.6%	16.6%
2. Unmarried	1,413	73.2%	83.4%
3. No Response	235	12.2%	—
G. Full-Time Work Experience:			
1. None	445	23.1%	37.3%
2. 1-3 Years	481	24.9%	40.3%
3. Over 3 Years	267	13.8%	22.4%
4. No Response	737	38.2%	—
H. Part-Time Work Experience:			
1. None	43	2.2%	2.9%
2. 1-3 Years	467	24.2%	31.4%
3. Over 3 Years	976	50.6%	65.7%
4. No Response	444	23.0%	—
I. Parents Work History When Young:			
1. Both Worked	514	26.6%	30.2%
2. One Worked	987	51.1%	58.0%
3. Both Worked Some	200	10.4%	11.8%
4. No Response	229	11.9%	—
J. Environment Where Raised:			
1. Rural	203	10.5%	12.3%
2. Small Town	430	22.3%	26.1%
3. Surburban	814	42.2%	49.5%
4. Urban	198	10.3%	12.0%
5. No Response	285	14.8%	—

II. Academic Information:

	Absolute Frequency	Relative Frequency	Adjusted Frequency
A. Major:			
1. Business/Public Admin.	387	20.1%	22.8%
2. Social/Behav. Science	275	14.2%	16.2%
3. Math/Physical Science	196	10.2%	11.5%
4. Fine Arts	81	4.2%	4.8%
5. Humanities	150	7.8%	8.8%
6. Preprofessional	237	12.3%	13.9%
7. Other Applied Majors	375	19.4%	22.0%
8. No Response	229	11.9%	—
B. Grade Point Average:			
1. 2.5 or less	179	9.3%	10.7%
2. Over 2.5	1,493	77.4%	89.3%
3. No Response	258	13.4%	—
C. Nationality:			
1. Foreign Student	30	1.6%	1.8%
2. American Student	1,655	85.8%	98.2%
3. No Response	245	12.7%	—
D. Percent of Academic Expenses Paid by Self:			
1. 50% or Less	1,512	78.3%	78.3%
2. Over 50%	418	21.7%	21.7%

E. Percent of Academic Expenses Paid by Family:			
1. 50 Percent or Less	1,325	68.7%	68.7%
2. Over 50 Percent	605	31.3%	31.3%
F. Percent of Academic Expenses Paid by Others:			
1. 50 Percent or Less	1,601	83.0%	83.0%
2. Over 50 Percent	329	17.0%	17.0%

III. Institutional Information

	Absolute Frequency	Relative Frequency
A. Geographical Region:		
1. West	277	14.4%
2. Midwest	406	21.0%
3. Mideast	667	34.6%
4. East	371	19.2%
5. South	207	10.7%
B. Competitiveness:		
1. Below Average	452	23.4%
2. Average	1,100	57.0%
3. Above Average	378	19.6%
C. Affiliation:		
1. Public	1,381	71.6%
2. Private	269	13.9%
3. Church	280	14.5%
D. Size:		
1. Small (Less than 2,000)	321	16.6%
2. Medium (2,000-10,000)	671	34.8%
3. Large (Greater than 10,000)	938	48.6%
E. Environment:		
1. Urban	376	19.5%
2. Suburban	1,406	72.8%
3. Rural	147	7.6%